

Individual Learning Plan–ILP Reading

Student Name _____ Grade Level _____ Reading Level _____

Teacher _____ District _____ School _____

Name of Test - - - - -

Definition of Testing Results

- | | |
|--|--|
| <p>D Advanced (A) -students who exceed their academic grade and month level by more than five months</p> <p>D Proficient (P) – students who meet or are within five months of their academic grade and month</p> | <p>D Partially Proficient (PP) – students who are below their academic grade and month level by five to nine months</p> <p>D Novice (N) – students who are below their academic grade and month level by more than nine months</p> |
|--|--|

Key Reading Components	Results	Strengths and Concerns
Fluency - The ability to read a text accurately and quickly.	OA 0 PP O P ON	
Comprehension - Understanding the meaning of what one is reading.	OA 0 PP O P ON	
Vocabulary - Understanding the words one must know to communicate effectively.	OA 0 PP O P ON	
Phonemic Awareness – The ability to notice, think about, and work with the individual sounds in spoken words.	OA 0 PP O P ON	
Phonics – Understanding the relationships between letters (graphemes) of written language and the individual sounds (phonemes) of spoken language.	OA 0 PP O P ON	

Individual Student Goals	Activities to Obtain Goal	Timeline	Individual Responsible
O			
O			
O			
O			
O			

Teacher Signature _____

Parent Signature _____

Unit	High Priority Standards Benchmark Assessment	CST Items	1 ST Qtr Items	Medium Priority Supporting Standards	CST Items	Topics to be Addressed	Textbook/ Resource
<u>Unit 1: Narrative Texts</u>	<u>Reading</u>			<u>Reading</u>			<u>Prentice Hall Timeless Voices, Timeless Themes – Copper</u>
<u>Unit Summary</u> Students will read a variety of short stories, autobiographical passages, historical fiction, and other narrative passages to identify and describe major characteristics of each form. Students will analyze character and plot development in narrative text and connect main ideas through an understanding of their relationships to related topics. Students will enhance their vocabulary through a study of word origins and meanings of foreign words frequently used in English. Students will write summaries that demonstrate understanding of narrative texts. Students will write narrative texts and use indefinite pronouns and verb tenses that agree in sentences with compound subjects.	<i>Word Analysis, Fluency, and Systematic Vocabulary Development</i> 1.3 Vocabulary and Concept Development: <u>Recognize</u> the origins and meanings of frequently used foreign words in English and <u>use</u> these words accurately in speaking and writing. <i>Reading Comprehension (Focus on Informational Materials)</i> 2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: <u>Connect</u> and <u>clarify</u> main ideas by identifying their relationships to other sources and related topics. <u>Writing</u> <i>Written and Oral English Language Conventions</i>	2	3-5	<i>Literary Response and Analysis</i> 3.1 Structural Features of Literature: Identify the forms of fiction and describe the major characteristics of each form. 3.2 Narrative Analysis of Grade-Level-Appropriate Text: Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict. 3.5 Narrative Analysis of Grade-Level-Appropriate Text: Identify the speaker and recognize the difference between first- and third-person narration (e.g., autobiography compared with biography). 3.6 Narrative Analysis of Grade-Level-Appropriate Text: Identify and analyze features of themes conveyed	1 2 1 1	<ul style="list-style-type: none"> • Reading, writing and responding to narrative text • Forms and characteristics of narrative fiction • Characters, themes, and plots of narrative fiction • Organizational patterns in narrative text • Revision in writing narratives • Editing of sentences in writing narrative text 	Short Stories, pp. 154, 430-524 Autobiography, pp. 159, 182 Historical Fiction, p. 360 Narrative writing, pp. 63, 90, 94 Reading fiction, pp. 153, 431 Foreign words, pp. 145, 470 Character, pp. 459, 469 Theme, pp. IN3, 65, 495 Plot, pp. IN2, 17, 23 Point of view, pp. 37, 47 Revision, p. 109 Sentence structure, pp. 488, 514, 538, 794 Pronouns, pp. 48, 662 Verb tenses, pp. 144, 164, 635

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Unit	High Priority Standards Benchmark Assessment	CST Items	1 st Qtr Items	Medium Priority Supporting Standards	CST Items	Topics to be Addressed	Textbook/ Resource
	<p>1.1 Sentence Structure: Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.</p> <p>1.2 Grammar: Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.</p> <p>1.4 Capitalization: Use correct capitalization.</p> <p><i>Writing Strategies</i></p> <p>1.6 Evaluation and Revision: Revise writing to improve the organization and consistency of ideas within and between paragraphs.</p>	<p>4</p> <p>3</p> <p>2</p> <p>7</p>	<p>3-5</p> <p>3-5</p> <p>3-5</p> <p>3-5</p>	<p>through characters, actions, and images.</p> <p><u>Writing</u></p> <p><i>Writing Strategies</i></p> <p>1.1 Organization and Focus: Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.</p> <p><i>Writing Applications</i></p> <p>2.1 Write narratives:</p> <p>a. Establish and develop a plot and setting and present a point of view that is appropriate to the stories.</p> <p>b. Include sensory details and concrete language to develop plot and character.</p> <p>c. Use a range of narrative devices (e.g., dialogue, suspense).</p>	<p>2</p> <p>0</p>		
<p><u>Unit 2: Poetry</u></p> <p><u>Unit Summary</u> Students will read poems</p>	<p><u>Reading</u></p> <p><i>Word Analysis, Fluency, and Systematic</i></p>			<p><u>Reading</u></p> <p><i>Literary Response and Analysis</i></p>		<ul style="list-style-type: none"> Tone and meaning in poetry Revision in 	<p><u>Prentice Hall Timeless Voices, Timeless Themes – Copper Poetry</u>, pp. 700-756</p>

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Unit	High Priority Standards Benchmark Assessment	CST Items	1 st Qtr Items	Medium Priority Supporting Standards	CST Items	Topics to be Addressed	Textbook/ Resource
and essays, articles, etc. that provide interpretation of mood, theme, tone, and other devices important to comprehension of the genre. Students will use organizational patterns appropriate to the task when writing about poetry. Students will revise and edit their writing to correct spelling of frequently misspelled words and verb tense.	<i>Vocabulary Development</i> 1.2 Vocabulary and Concept Development: Identify and interpret figurative language and words with multiple meanings.	5	3-5	3.4 Narrative Analysis of Grade-Level-Appropriate Text: Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.	3	<ul style="list-style-type: none"> writing poetry Editing of sentences in writing about poetry Figurative language, rhyme, rhythm, and repetition 	Tone and meaning, pp. 299, 365 Revision, p. 733 Sentences, p. 253 Figurative language, pp. 365, 713, 739, 743 Theme, pp. 391, 401 Indefinite pronouns, pp. 48, 662 Verb tenses p. 164
	<u>Writing</u> <i>Written and Oral English Language Conventions</i> 1.2 Grammar: Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.	3	(3)	3.6 Narrative Analysis of Grade-Level-Appropriate Text: Identify and analyze features of themes conveyed through characters, actions, and images.	1		
	1.5 Spelling: Spell frequently misspelled words correctly (e.g., <i>their, they're, there</i>).	4	3-5	<u>Writing</u> <i>Writing Strategies</i> 1.1 Organization and Focus:	2		
	<i>Writing Strategies</i> 1.3 Organization and Focus: Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.	1	3-5	Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.			
	1.6 Evaluation and	7	(3)				

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Unit	High Priority Standards Benchmark Assessment	CST Items	1 st Qtr Items	Medium Priority Supporting Standards	CST Items	Topics to be Addressed	Textbook/ Resource
	<p>compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.</p> <p><i>Writing Strategies</i> 1.6 Evaluation and Revision: Revise writing to improve the organization and consistency of ideas within and between paragraphs.</p>	7	(3)	narrative devices (e.g., dialogue, tension, or suspense).			

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Unit	High Priority Standards Benchmark Assessment	CST Items	2 nd Qtr Items	Medium Priority Supporting Standards	CST Items	Topics to be Addressed	Textbook/ Resource
<u>Unit 4: Persuasive Text</u> <u>Unit Summary</u> Students will read articles, speeches, historical fiction, essays, web pages, short stories, and book reviews to gain an understanding of the ways an author persuades an audience. Students will identify propaganda, unsupported inferences, and fallacious reasoning in text. Students will write responses to persuasive literature in which they justify their interpretation using relevant evidence from the text.	<u>Reading</u> <i>Word Analysis, Fluency, and Systematic Vocabulary Development</i> 1.4 Vocabulary and Concept Development: Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.	3	3	<u>Reading</u> <i>Literary Response and Analysis</i> 3.7 Narrative Analysis of Grade-Level-Appropriate Text: Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfiction texts.	2	<ul style="list-style-type: none"> • Symbolism, metaphor, imagery • Plot development • Characterization • Author's conclusions • Context clues • Use of examples and textual evidence to justify interpretation • Fallacious reasoning • Propaganda 	<u>Prentice Hall Timeless Voices, Timeless Themes – Copper</u> Persuasive text, pp. 82, 336, 490, 516, 686 Plot development, p. IN2 Characterization, pp. 360, 415 Author's conclusions, pp. 332, 335, 349, 351 Context clues, pp. 99, 111, 153 Use of examples and evidence from text, pp. 490, 686 Fallacious reasoning, p. 405 Recognizing propaganda, pp. 174, 475
	<i>Reading Comprehension (Focus on Informational Materials)</i> 2.6 Expository Critique: Determine the adequacy and appropriateness of the evidence for an author's conclusions.	2	3	3.8 Literary Criticism: Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).	1		
	2.8 Expository Critique: Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.	3	3				
	<u>Writing</u> <i>Written and Oral English Language Conventions</i> 1.1 Sentence Structure: Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.	4	0	<u>Writing</u> <i>Writing Strategies</i> 1.5 Research and Technology: Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, and page orientation).	0		
	1.5 Spelling: Spell frequently misspelled words correctly (e.g., <i>their, they're, there</i>).	4	0	<i>Writing Applications</i> 2.4 Write responses to literature:	0		

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Unit	High Priority Standards Benchmark Assessment	CST Items	2 nd Qtr Items	Medium Priority Supporting Standards	CST Items	Topics to be Addressed	Textbook/ Resource
	1.6 Evaluation and Revision: Revise writing to improve the organization and consistency of ideas within and between paragraphs.	7	5	propaganda techniques used in television and identify false and misleading information. Speaking Applications 2.4 Deliver persuasive presentations: a. Provide a clear statement of the position. b. Include relevant evidence. c. Offer a logical sequence of information. d. Engage the listener and foster acceptance of the proposition or proposal.	0 0		pp. 258, 262 Supporting opinions with evidence and technology, pp. 806-810, 340-343 Logical sequence, pp. 172, 389 Engaging listeners, p. 756
Unit 6: Drama Unit Summary Students will read plays and dramatic text, and work together to produce a dramatic presentation in which plot, setting, and character are developed. Students will identify features of theme conveyed through characters, actions, and images. Students will enhance their writing through the	Reading Word Analysis, Fluency, and Systematic Vocabulary Development 1.2 Vocabulary and Concept Development: Identify and interpret figurative language and words with multiple meanings. 1.5 Vocabulary and Concept Development: Understand and explain “shades of meaning” in related words (e.g., <i>softly</i> and <i>quietly</i>). Writing Writing Strategies	5 3	3 3	Reading <i>Literary Response and Analysis</i> 3.2 Narrative Analysis of Grade-Level-Appropriate Text: Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict. 3.3 Narrative Analysis of Grade-Level-Appropriate Text:	2 1	<ul style="list-style-type: none"> Figurative language Multiple meanings and “shades of meaning” Problem and resolution and the influence of setting Characterization and plot and degree to 	<u>Prentice Hall Timeless Voices, Timeless Themes – Copper</u> Drama, pp. 613-632 Figurative language, pp. 739, 743 Multiple meanings, pp. 29, 37, 111, 245 Shades of

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Unit	High Priority Standards Benchmark Assessment	CST Items	2 nd Qtr Items	Medium Priority Supporting Standards	CST Items	Topics to be Addressed	Textbook/ Resource
use of figurative language and common literary devices. Students will critique characterization in drama identifying the degree to which a plot is contrived or realistic. In oral presentation, students will use effective rate, volume, and pitch.	1.6 Evaluation and Revision: Revise writing to improve the organization and consistency of ideas within and between paragraphs.	7	5	<p>Analyze the influence of setting on the problem and its resolution.</p> <p>3.6 Narrative Analysis of Grade-Level-Appropriate Text: Identify and analyze features of themes conveyed through characters, actions, and images</p> <p>3.7 Narrative Analysis of Grade-Level-Appropriate Text: Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfiction texts.</p> <p>3.8 Literary Criticisms: Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compares use of fact and fantasy in historical fiction).</p> <p><u>Writing</u></p> <p><i>Writing Applications</i></p> <p>2.4 Write responses to literature:</p> <p>c. Develop and justify the interpretation through sustained use of examples and textual evidence.</p> <p><u>Listening and Speaking</u></p>	<p>1</p> <p>2</p> <p>1</p> <p>0</p>	which it is contrived or realistic	<p>meaning, pp. 17, 18, 179, 193</p> <p>Problem and resolution and the influence of setting, pp. 477, 515</p> <p>Characterization and plot, pp. 289, 360-363</p> <p>Fact and fantasy, pp. 611, 665, 681</p> <p>Character traits and conflict, pp. 289, 295</p>

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Unit	High Priority Standards Benchmark Assessment	CST Items	2 nd Qtr Items	Medium Priority Supporting Standards	CST Items	Topics to be Addressed	Textbook/ Resource
				<i>Listening and Speaking Strategies</i> 1.7 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention.	0		

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Unit	High Priority Standards Benchmark Assessment	CST Items	3 rd Qtr Items	Medium Priority Supporting Standards	CST Items	Topics to be Addressed	Textbook/ Resource
Unit 7: Expository Text and Research Unit Summary Students will read letters, journals, Web sites, content area text, research articles, essays, articles, and other nonfiction and informational materials to gather resources to prepare a research report. Students will cite sources and support assertions using electronic text as well as written text. Students will choose organizational patterns appropriate to the task.	Reading <i>Word Analysis, Fluency, and Systematic Vocabulary Development</i> 1.4 Vocabulary and Concept Development: Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.	3	6	Reading <i>Literary Response and Analysis</i> 3.4 Narrative Analysis of Grade-Level-Appropriate Text: Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.	3	<ul style="list-style-type: none"> Expository text Structural features of popular media Outlines, notes, and summaries Pacing, intonation, and expression First-person and third-person narration Thesis of expository composition Periodicals and online information searches Bibliography 	Prentice Hall <i>Timeless Voices, Timeless Themes – Copper</i> “Reading Informational Materials,” p. R40 Research report, pp. 600-606 Structural features of popular media, pp. 82, 374, 377, 798 Outlines, notes and summaries, pp. 734, 737 Pacing, intonation and expression, p. 94 First-person and third-person point of view, pp. 37, 47 Thesis of expository composition, p. 403 Periodicals
	Reading Comprehension (Focus on Informational Materials) 2.1 Structural Features of Informational Materials: Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.	2	4	3.5 Narrative Analysis of Grade-Level-Appropriate Text: Identify the speaker and recognize the difference between first- and third-person narration (e.g., autobiography compared with biography).	1		
	2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.	1	4				
	2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).	2	3				
	2.7 Expository Critique: Make reasonable assertions about a text through accurate, supporting citations.	2	4	Writing <i>Writing Applications</i> 2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution): a. State the thesis or purpose. b. Explain the situation.	0		
	Writing <i>Written and Oral English Language Conventions</i> 1.3 Punctuation: Use colons after the	3	0				

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Unit	High Priority Standards Benchmark Assessment	CST Items	3 rd Qtr Items	Medium Priority Supporting Standards	CST Items	Topics to be Addressed	Textbook/ Resource
	<p>salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.</p> <p>Writing Strategies</p> <p>1.2 Organization and Focus: Create multiple-paragraph expository compositions:</p> <p>1) Engage the interest of the reader and state a clear purpose.</p> <p>2) Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.</p> <p>3) Conclude with a detailed summary linked to the purpose of the composition.</p> <p>1.4 Research and Technology: Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.</p> <p>1.6 Evaluation and Revision: Revise writing to improve the organization and consistency of ideas within and between paragraphs.</p>	5	3	<p>c. Follow an organizational pattern appropriate to the type of composition.</p> <p>d. Offer persuasive evidence to validate arguments and conclusions as needed.</p> <p>2.3 Write research reports:</p> <p>a. Pose relevant questions with a scope narrow enough to be thoroughly covered.</p> <p>b. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches).</p> <p>c. Include a bibliography.</p> <p>2.4 Write responses to literature:</p> <p>b. Organize the interpretation around several clear ideas, premises, or images.</p> <p><u>Listening and Speaking</u></p> <p><i>Listening and Speaking Strategies</i></p> <p>1.3 Restate and execute multiple-step oral</p>	0		<p>and online information searches, pp. 63, 191, 297</p> <p>Bibliography , p. 686</p> <p>Multi-step instructions, pp. 239, 690</p>
		2	3		0		
		7	3		0		
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Unit	High Priority Standards Benchmark Assessment	CST Items	3 rd Qtr Items	Medium Priority Supporting Standards	CST Items	Topics to be Addressed	Textbook/ Resource
Students will analyze verbal and nonverbal communication and use of rhetorical devices for their effect on the listener. Students will use proper verb tenses that agree with compound subjects in oral presentation.				<p>compared with biography).</p> <p><u>Listening and Speaking</u></p> <p><i>Listening and Speaking Strategies</i></p> <p>1.1 Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture).</p> <p>1.8 Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns, use of onomatopoeia) for intent and effect.</p>	<p>0</p> <p>0</p>		

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Unit	High Priority Standards Benchmark Assessment	CST Items	Medium Priority Supporting Standards	CST Items	Topics to be Addressed	Textbook/ Resource
			<p>2.4 Write responses to literature: c. Develop and justify the interpretation through sustained use of examples and textual evidence.</p> <p><u>Listening and Speaking</u></p> <p><i>Speaking Applications</i> 2.3 Deliver oral responses to literature: a. Develop an interpretation exhibiting careful reading, understanding, and insight. b. Organize the selected interpretation around several clear ideas, premises, or images. c. Develop and justify the selected interpretation through sustained use of examples and textual evidence.</p>	<p>0</p> <p>0</p>		

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**ARTICLES OF INCORPORATION
OF
SCALE LEADERSHIP ACADEMY,
a California Non-Profit Public Benefit Corporation**

FILED
In the Office of the Secretary of State
of the State of California
AUG 05 2010

ARTICLE I.

The name of this corporation is SCALE LEADERSHIP ACADEMY.

ARTICLE II.

This corporation is a non-profit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes.

The primary purposes of this corporation are to lease, own, manage, maintain, and operate an educational institution that provides quality education to California youth in any pre-K, primary, and secondary grades, as determined by the corporation. Additionally, the corporation may engage in any activities that are reasonably related to or in furtherance of its stated charitable and public purposes, or in any other charitable activities.

ARTICLE III.

The name of this corporation's initial agent for service of process is
Lawrence C. Wynder II
3759 E. Foothill Blvd. #461
Pasadena, CA. 91107

ARTICLE IV.

This corporation is organized exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States internal revenue law ("IRC"). Notwithstanding any other provision in these articles, this corporation shall not carry on any other activities not permitted to be carried on by (a) a charitable organization exempt from federal income tax under Section 501(c)(3) under the IRC, or (b) a charitable organization contributions to which are deductible under Section 170(c)(2) the IRC.

LOSANGELES 239214 (2K)

ARTICLE V.

This corporation shall be a membership corporation, with one class of membership. All members shall be voting members.

ARTICLE VI.

No substantial part of the activities of this corporation shall consist of the carrying on propaganda or otherwise attempting to influence legislation, except as provided in Section 501(h) of the IRC, and this corporation shall not directly or indirectly participate or intervene in (including the publishing or distributing of statements) any political campaign on behalf of any candidate for public office.

ARTICLE VII.

The property, assets, profits and net income of this corporation are irrevocably dedicated to the purposes set forth in Article II, and no part of the property, assets, profits or net income of this corporation shall ever inure to or for the benefit of any director, officer or other private person, except that the corporation shall be empowered to pay reasonable and proper remuneration for services actually rendered and to make payments and distributions in furtherance of the exempt purposes for which it was formed. Upon the winding up and dissolution of this corporation pursuant to the foregoing sentence or for any reason, after paying or adequately providing for the debts and obligations of this corporation, the remaining assets shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for charitable purposes and which has established its tax exempt status under Internal Revenue Code section 501(c)(3).

IN WITNESS WHEREOF, the undersigned incorporator has executed these Articles of Incorporation on the date below.

Dated: August 2nd, 2010

L. Wyndhurst

Incorporator

**BYLAWS
OF
SCALE LEADERSHIP ACADEMY**

(A California Nonprofit Public Benefit Corporation)

**ARTICLE I
NAME**

Section 1. NAME. The name of this corporation is SCALE Leadership Academy.

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 3579 E. Foothill Blvd., #461, Pasadena, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The primary purposes of this corporation is to lease, own, manage and operate an educational institution that provides quality education to California youth in any pre-K, primary and secondary grades, as determined by the corporation. Additionally, the corporation may engage in any activities that are reasonably related to or in furtherance of its stated charitable and public purposes, or in any other charitable activities.

Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School’s Charter. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation’s Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“Board”). The Board may delegate the management of the corporation’s activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers,

agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of members.
- c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than five (5) and no more than eleven (11) unless changed by amendments to these bylaws. In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the Board of Directors. All directors shall be designated by the existing Board of Directors, with the exception of the District-appointed representative, should the District choose to exercise this option.

The Board shall seek to nominate and appoint members with experience in one or more of the following areas: education, government, law, business, public finance/accounting, fundraising, facilities, philanthropy, or public relations. The Board will also seek candidates who understand and support the School's mission, culture, and goals. The qualifications sought in those candidates will include, but not be limited to, the following:

- A dedication to furthering the vision and mission of SCALE Leadership Academy;
- Willingness to volunteer for one or more Board committees and the ability to contribute appropriate time and energy necessary to follow through on assigned tasks;
- Ability to work within a team structure;
- Expectation that all children can and will realize high academic achievement; and,
- Specific knowledge, experience, and/or interest in at least one element of governance for SCALE Leadership Academy.

Additionally, to be qualified to serve as a director, all directors shall be of the age of majority in this state. Other qualifications required are as follows:

- Have a college degree;
- Have education or nonprofit experience;
- Have relevant professional experience (i.e., finance, education, law, business, facilities or real estate, public relations);
- Have a passion for community and public service; and
- Have a passion for school reform.

Terms for the initial Board of Directors shall be five (5) seats serving staggered terms of either two (2) or three (3) years, as drawn by lot and reflected below. The Board shall be as follows:

<u>NAME</u>	<u>EXPIRATION OF TERM</u>
Alicia Jao	3 years
Dat X. Nghiem	3 years
Michael Jules	2 years
Phillip M. Placenti	2 years
Bobby Harris	3 years

Section 4. **DIRECTORS' TERM.** Except for the initial Board of Directors, each director shall hold office for three (3) years and until a successor director has been designated and qualified. As outlined in Section 3 above, the Board shall serve staggered terms of either two (2) or three (3) years.

Section 5. **NOMINATIONS BY COMMITTEE.** The Chairman of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 6. **USE OF CORPORATE FUNDS TO SUPPORT NOMINEE.** If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 7. **INTERESTED PERSONS.** The Board of Directors shall be composed of disinterested persons and shall not include (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor; or (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person.

Section 8. **EVENTS CAUSING VACANCIES ON BOARD.** A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; and (d) the failure of the members, at any meeting of members at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting.

Section 9. **RESIGNATION OF DIRECTORS.** Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is

effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. **DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS.** Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 11. **REMOVAL OF DIRECTORS.** Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12. **VACANCIES FILLED BY BOARD.** Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the unanimous consent of the directors then in office, (b) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code Section 5211, or (c) a sole remaining director.

Section 13. **NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS.** Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. **PLACE OF BOARD OF DIRECTORS MEETINGS.** Meetings shall be held at the principal office of the Corporation. The Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. **MEETINGS; ANNUAL MEETINGS.** All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board of Directors.

Section 16. **REGULAR MEETINGS.** Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least seventy-two (72) hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. **SPECIAL MEETINGS.** Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an

officer, or the President, or the Secretary, or a majority of the Board of Directors. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to each director and to the public through the posting of an agenda.

Additionally, members of the Board of Directors shall be notified as follows for special meetings:

a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.

b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote based upon the presence of a quorum. Should there be less than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

Section 20. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses related to these duties as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Fix compensation of the directors for serving on the Board of Directors or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;

¹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

- e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- h. Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest.

Section 24. **MEETINGS AND ACTION OF COMMITTEES.** Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. **NON-LIABILITY OF DIRECTORS.** No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 26. **COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS.** The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

Section 27. **COMPLIANCE WITH CONFLICTS OF INTEREST LAWS.** The Charter School and the Board shall comply with applicable conflict of interest laws, including the Political Reform Act and California Government Code Section 1090, et seq. ("Government Code Section 1090"), as said chapter may be modified by subsequent legislation.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. **OFFICES HELD.** The officers of this corporation shall be a President, a Secretary, and a Chief Financial Officer. The corporation, at the Board's direction, may also have a Chairman of the Board, one or more Vice-Presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws.

Section 2. **DUPLICATION OF OFFICE HOLDERS.** Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve

concurrently as either the President or the Chairman of the Board.

Section 3. **ELECTION OF OFFICERS.** The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board.

Section 4. **APPOINTMENT OF OTHER OFFICERS.** The Board of Directors may appoint and authorize the Chairman of the Board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. **REMOVAL OF OFFICERS.** The Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. **RESIGNATION OF OFFICERS.** Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. **VACANCIES IN OFFICE.** A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. **CHAIRMAN OF THE BOARD.** If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no President, the Chairman of the Board of Directors shall also be the chief executive officer and shall have the powers and duties of the President of the corporation set forth in these bylaws. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 9. **PRESIDENT.** Subject to such supervisory powers as the Board of Directors may give to the Chairman of the Board, if any, and subject to the control of the Board, the President shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers. The President shall preside at all Board of Directors' meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. **VICE-PRESIDENTS.** If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-President designated by the Board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. **SECRETARY.** The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the directors present at Board of Directors and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 12. **CHIEF FINANCIAL OFFICER.** The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH MEMBERS

Section 1. **CONTRACTS WITH MEMBERS.** The Corporation shall comply with Government Code Section 1090.

ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-director designated

employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the SCALE Leadership Academy Conflict of Interest Policy have been fulfilled.

ARTICLE XI LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XII INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any “proceeding,” as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. “Expenses,” as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII INSURANCE

Section 1. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director’s, officer’s, employee’s, or agent’s status as such.

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and

- c. Such reports and records as required by law.

ARTICLE XV INSPECTION RIGHTS

Section 1. **DIRECTORS' RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

ARTICLE XVI REQUIRED REPORTS

Section 1. **ANNUAL REPORTS.** The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

- a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
 - (1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
 - (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

ARTICLE XVII BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter that created SCALE Leadership Academy or make any provisions of these Bylaws inconsistent with that Charter, the corporation's Articles of Incorporation, or any laws.

ARTICLE XVIII FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of SCALE Leadership Academy, a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of this corporation as adopted by the Board of Directors on November 9, 2010; and that these bylaws have not been amended or modified since that date.

Executed on November 10th 2010 at Pasadena, California.

(Secretary)

SCALE LEADERSHIP ACADEMY

CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, *et seq.*, SCALE Leadership Academy hereby adopts this Conflict of Interest Code (“Code”), which shall apply to all governing board members, candidates for member of the governing board, and all other designated employees of SCALE Leadership Academy (“Charter School”), as specifically required by California Government Code Section 87300. As the Charter School has also agreed in its charter to comply with Government Code Section 1090 (“Section 1090”), in addition to the Political Reform Act, this Code also conforms to the requirements of Section 1090.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members, officers, and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be “Designated Employees.” The Designated Employees are listed in “Exhibit A” attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each Designated Employee, including governing board members, officers, and candidates for election and/or appointment to the governing board, shall file a Form 700 Statement of Economic Interest (“Statement”) at the time and manner prescribed below, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the Designated Employee’s position is assigned in “Exhibit A.”

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the Designated Employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in “Exhibit B.”

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All completed Statements shall be filed with the Charter School so that the Charter School's filing officer may make and retain a copy of the Statement and forward the originals to the County Board of Supervisors.

V. DISQUALIFICATION

No Designated Employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member Designated Employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Director, who shall record the employee's disqualification. In the case of a Designated Employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority (e.g., the Board of Directors).

B. Governing Board Member Designated Employees

Financial interest in a contract: Where a Governing Board member has a personal, material financial interest in a **contract**, the financial interest will be reviewed under Government Code Section 1090, to determine whether the statutory remote or non-interest exceptions apply. Should the Board determine that no applicable remote or noninterest exceptions apply, the Board must either: (1) not enter into the contract, as Government Code Section 1090 prevents the entire board from voting on the contract; or (2) prior to the Board of Director's discussion of and/or taking any action on the contract at issue, the Board member must resign from the Board of Directors. The resignation shall be made part of the Board's official record.

All other financial interests: Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Charter School bylaws.

EXHIBIT A

Designated Positions

- I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in “Exhibit B” (i.e., categories 1, 2, and 3).
- A. Members of the Governing Board and their alternates (if applicable)
 - B. Candidates for Member of the Governing Board
 - C. Corporate Officers (e.g., CEO/President, CFO/Treasurer, Secretary, etc.)
 - D. School Director
 - E. Business and Operations Manager
 - F. Consultants¹
- II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 1 of “Exhibit B.”
- None
- III. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of “Exhibit B.”
- None

¹ The Charter School Director may determine, in writing, that a particular consultant, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s duties and, based upon that description, a statement of the extent of disclosure requirements. The Charter School Director’s determination is a public record and shall be retained for public inspection in the same manner and location of interest code.

**Scale Leadership Academy
Support, Consultants, and Advisors**

Service	Organization	Contact	Phone
Coaching Network	California Charter School Association	Sandy Park	415-356-1200 ext. 433
School Finance, capital management consulting	Charter School Capital		818-358-4234
Banking	California Credit Union	Ron Adams	818-291-5533
Categorical Block Grant	Cal. Department of Ed.	July Briggs	916-322-1646
Dickerson Employee Benefits Services, Insurance, and HR	Dickerson Group		323-662-7200
WASC Accreditation Consulting	Windom & Associates	Gayle P. Windom	323-919-1027
Technology Implementation, E-Rate, server admin., tech. plan development	The Miller Institute	Eileen Miller	650-598-0105
Walton Grant Sponsor/Advisor	California Charter School Association	Jodi Newberry	213-244-1446
Theatre Arts Program	San Bernardino State Univ.	Kathryn M. Ervin	909-537-5892
Charter Employee Services	CES	Candace Lamarche	415- 845-6017
Start-up Capital, First year loans	Mission Valley Bank /CEO	Tamara Gurney	818-445-5354
GATE Program	California Dept. of Education	Sandra Frank	916-323-5505
Inland Valley Regional Rep	California Charter School Association		909-319-5557

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CALIFORNIA CHARTER SCHOOLS ASSOCIATION
Advocacy • Quality • Resources

Appendices pg. 198

CERTIFICATE OF MEMBERSHIP

This certifies that

SCALE Leadership Academy

is a member of the California Charter Schools Association

Membership Type

Membership Number

Expiration Date

Charter Developer

65233

05/31/2011


Jed Wallace, President and Chief Executive Officer


Rick Piercy, Chair, Board of Directors

BOARD OF DIRECTORS

Alicia Jao. Alicia Jao received her Bachelor's degree from the University of Southern California in Business and her Master's degree in Business Administration from Stanford's Graduate School of Business. Ms. Jao has worked as an investment professional at Tenaya Capital (formerly Lehman Brothers Venture Partners), a mid-stage technology venture capital firm. Ms. Jao has advised the Los Angeles Unified School District on alternative sources of income to ensure predictability and higher quality education. Specifically, she was commissioned by the then-CFO to explore funding opportunities in the form of corporate partnerships. Currently, she is advising Coastline Community College on its international expansion program to provide U.S. college and English language preparation to international students.

Dat X. Nghiem. Dat Nghiem holds a Bachelor of Science degree in Biological Sciences from the University of California in Irvine and a Doctorate of Philosophy degree in Immunology and Cancer Biology from the University of Texas in Houston and MD Anderson Cancer Center. Dr. Nghiem has served as a volunteer educator for inner city youth at KIPP Academy charter school in Houston, Texas and at the University of Houston. He has additionally served as an educator for MD Anderson Cancer Center, teaching graduate students and presenting at national and international conferences around the world. Dr. Nghiem is currently a Medical Science Liaison for Bristol-Myers Squibb, serving as an educator and expert consultant for thought leaders and physicians on the pathophysiology and treatment of viral Hepatitis.

Michael Jules. Michael Jules has served in all levels of education, which includes teacher, counselor and administrator for K-12, Adult School and Community College campuses. He holds professional credentials for teaching, counseling and administration. Mr. Jules' educational degrees include an Associate of Arts degree in business management, a Bachelor of Arts degree in Business Management, a Master's of Science degree in Behavioral Science and a Master of Arts degree in Counseling. Mr. Jules is the President and Owner of Jules Counseling Service, a school counseling consulting service to charter schools.

Phillip M. Placenti. Phillip M. Placenti is Assistant Dean for Admission and Student Affairs at the USC Thornton School of Music. In this capacity, Mr. Placenti gives leadership to the areas of recruitment, academic advisement, enrollment management, and financial aid. He holds a Bachelor's Degree in piano and voice and a Master's Degree in Public Administration, both from the University of Southern California. Mr. Placenti has ten years of experience in higher education administration and is currently working towards completing his Doctorate in Education, with an emphasis in Educational Psychology, at the University of Southern California. He also serves on a volunteer basis as an associate pastor overseeing children's ministries for an urban congregation in Los Angeles.

Bobby Harris: Bobby Harris holds a Bachelor of Science degree in Electrical Engineering from the University of California Riverside and is a licensed Professional Engineer. Mr. Harris has served as a volunteer educator in the community and for various after school programs for numerous years with a strong passion for providing enrichment for underprivileged youth. Additionally, he currently serves as a youth Bible School teacher and Marriage & Family Deacon for his congregation in the Inland Empire. Mr. Harris is committed to advancing the SCALE mission and hopes to provide support to SCALE Leadership Academy with development of 21st century leaders. With a background in advanced mathematics and gifted and talented education, he hopes to provide guidance and support for the after school academic enrichment activities.

[illegible]

[illegible]

PROJECT PLANNING FORM

Project title: _____
Teacher(s): _____
School: _____
Grade level(s): _____
Subjects: _____

**STANDARDS-FOCUSED
PROJECT BASED LEARNING
Buck Institute for Education**

Begin with the End in Mind

Summarize the theme for this project. Why do this project?

Identify the content standard that students will learn in this project (two to three per subject).

Identify key skills students will learn in this project.
List only those skills you plan to assess (two to four per person).

Identify the habits of mind that students will practice in this project (one to two per project).

- *Does the project meet the criteria for standards-focused PBL?*

Craft the Driving Question

State the essential question or problem statement for the project. The statement should encompass all project content and outcomes, and provide a central focus for student inquiry.

- *Have you posed an authentic problem or significant question that engages students and requires core subject knowledge to solve or answer?*

Plan the Assessment

Step 1: Define the products for the project. What will you assess?	
Early in the Project:	
During the Project:	
End of the Project:	

Plan the Assessment (2)

Step 2: State the criteria for exemplary performance for each product:
Product: Criteria:
Product: Criteria:
Product: Criteria:
Product: Criteria:

- Do the products and criteria align with the standards and outcomes for the project?

Map the Project

What do students need to know and be able to do to complete the tasks successfully? How and when will they learn the necessary knowledge and skills? Look at one major product for the project and analyze the tasks necessary to produce a high-quality product.

Product:

KNOWLEDGE AND SKILLS NEEDED	ALREADY HAVE LEARNED	TAUGHT BEFORE THE PROJECT	TAUGHT DURING THE PROJECT
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			

<p>What project tools will you use?</p> <p><input type="checkbox"/> Know/need to know lists</p> <p><input type="checkbox"/> Daily goal sheet</p> <p><input type="checkbox"/> Journals</p> <p><input type="checkbox"/> Briefs</p> <p><input type="checkbox"/> Task lists</p> <p><input type="checkbox"/> Problem logs</p>	<p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>
--	---

- *Do the products and tasks give all students the opportunity to demonstrate what they have learned?*

Map the Project (2)

List the key dates and important milestones for this project.

Use the Tuning Protocol with other teachers or a group of students to refine the project design or guide you further in your planning. What other thoughts do you now have on the project?

- *What challenges or problems might arise in this project?*

Manage the Process

List preparations necessary to address needs for differentiated instruction for ESL students, special-needs students, or students with diverse learning styles.

How will you and your students reflect on and evaluate the project?

- ☐ Class discussion
- ☐ Fishbowl
- ☐ Student-facilitated formal debrief
- ☐ Teacher-led formal debrief
- ☐ Student-facilitated formal debrief
- ☐ Individual evaluations
- ☐ Group evaluations
- ☐ Other: _____
- ☐ _____

- *What do you expect to learn from this project?*

PROJECT PLANNING FORM

Project title: COMIC LIFE MYTH

Teacher(s):

School: Scale Leadership Academy Charter School

Grade level(s): GRADE 6

Subjects: COMPUTER LITERACY W/ CORE SUBJECTS INTEGRATION



Designed By Scale Leadership Academy

Begin with the End in Mind

Summarize the theme for this project. Why do this project?

In this project students will apply knowledge learned in language arts and integrate this knowledge with new computer literacy skills. Students will create their own myth and illustrate it using the Comic Life application. This activity will be fun, engaging, and will challenge students to synthesize a variety of skills and concepts. This is also a group activity and will require peer interaction, collaboration, and teamwork. At the end of the

project students will have a greater understanding of myths, understand the purpose of storyboarding, know how to use comic life, and apply past knowledge such as the parts of a story, and saving files. Students may even develop a better understanding of the stages and designing a comic. This may potentially spark students' interests in comic book authoring and/or visual arts.

Identify the content standard that students will learn in this project (two to three per subject).

Computer Literacy:

- Use "Save As..." to save a file to a different location.
- Use email to add attachments to a message.
- Use multimedia presentations; editing images, etc.

English/Language Arts:

- 6.4.4 Students explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's Iliad and Odyssey, and from Aesop's Fables.
- 2.1. Deliver narrative presentations:

Identify key skills students will learn in this project.

1. Mastery of the Comic Life application.
2. Oral presentation in narrative form
3. Storyboarding
4. Saving a Comic Life document in jpg and pdf format.
5. Sending emails with file attachments

- Does the project meet the criteria for standards-focused PBL?

Craft the Driving Question

State the essential question or problem statement for the project. The statement should encompass all project content and outcomes, and provide a central focus for student inquiry.

**What natural phenomenon can be explained through myth?
What are the qualities of a good comic illustration?**

- Have you posed an authentic problem or significant question that engages students and requires core subject knowledge to solve or answer?

Plan the Assessment

Step 1: Define the products for the project. What will you assess?
<p>Early in the Project:</p> <ol style="list-style-type: none"> 1. Class Discussion: I will assess the classes' declarative knowledge of myths and their purpose.
<p>During the Project:</p> <ol style="list-style-type: none"> 1. Storyboard: I will assess whether or not students have a storyboard plan prior to beginning their myth using the comic life application. During this time I can check to see if students understand storyboarding and how it relates to the Comic Life project. What is storyboarding? How is it used? Why is it useful for this project? I will also check for understanding through class discussion and meeting with each group. 2. Illustration Strategy: I will assess if students have identified a concrete strategy for illustrating their myth through Comic Life (scanning drawings or internet sources) <ol style="list-style-type: none"> a. What images will best illustrate our myth? b. What images should come first, middle, and last? (Introduction, rising action, climax, resolution)
<p>End of the Project:</p> <ol style="list-style-type: none"> 1. Each group will be assessed on whether or not their Comic Myth explains a natural phenomenon and whether or not they followed the criteria. <ol style="list-style-type: none"> a. 20-30 storyboards 2. The class will give an oral presentation. Students will present their comic life myth and narrate their myth to the class. 3. The class will be assessed on whether or not they met the technical requirements of the project: <ol style="list-style-type: none"> a. Emailing their myth via the attachment tools. b. Saving the document in pdf and jpg formats.

Plan the Assessment (2)

Step 2: State the criteria for exemplary performance for each product:
Product: Pre-Assessment/Class Discussion (Formative Assessment)
<p>Criteria:</p> <ol style="list-style-type: none"> 1. The class will complete the Do Now assignment (pre-assessment)

<ol style="list-style-type: none"> 2. The class will engage in a peer sharing activity (in groups of 4). Students should be able to define “myth” and have an example of a myth. 3. Students will present examples natural phenomenon or qualities of myths. (The teacher will record class examples on a poster paper).
<p>Product: Group Myth w/natural phenomenon (Checkpoint)</p> <p>Criteria: Each group must select a natural phenomenon and have it written down in their composition book.</p>
<p>Product: Myth/Story (Formative Assessment)</p> <p>Criteria: Each group must have a written story in paragraph form telling their myth.</p>
<p>Product: Storyboard Draft (Checkpoint)</p> <p>Criteria:</p> <ol style="list-style-type: none"> 1. Students will outline a storyboard draft in their composition books 2. Must have stick figures or simples characters 3. Must have dialogue bubbles 4. Must have 12-20 storyboards
<p>Product: Illustration Strategy (Checkpoint)</p> <p>Criteria: Each group will select what images they will use for comic life and brainstorm ideas. Ideas for pictures will be listed in their composition books.</p>
<p>Product: Comic Life Myth Product (Summative Assessment)</p> <p>Criteria:</p> <ol style="list-style-type: none"> 1. Must be 12-20 slides 2. Must include a natural phenomenon 3. Must include images and dialogue bubbles 4. Must tell a clear story (beginning, middle, end)
<p>Product: Oral Presentation (Summative Assessment)</p> <p>Criteria:</p> <ol style="list-style-type: none"> 1. Eye Contact 2. Clear speech and strong voice

3. Knowledge of content (narration of comic)
Product: Technical Knowledge/ Email Attachments (Summative Assessment) Criteria: <ol style="list-style-type: none"> 1. Each group will email their project to the teacher 2. The appropriate information must be listed in the subject bar 3. A jpg file and a pdf version will be attached to the email.

- Do the products and criteria align with the standards and outcomes for the project?

Map the Project

What do students need to know and be able to do to complete the tasks successfully? How and when will they learn the necessary knowledge and skills? Look at one major product for the project and analyze the tasks necessary to produce a high-quality product.
Product:

KNOWLEDGE AND SKILLS NEEDED	ALREADY HAVE LEARNED	TAUGHT BEFORE THE PROJECT	TAUGHT DURING THE PROJECT
1. Definition of myth and knowledge of examples	x		
2. Understanding the concept of “natural phenomenon	x		
3. Writing a myth			x
4. Creating a storyboard (major events/plot)			x
5. Knowledge of how to use Comic Life			x
6. Knowledge of locating resources and generating comic content		x	
7. Knowledge of what will be assessed		x	x
8. Knowledge of how to present their work			x
9. Knowledge of how to save in pdf and jpg formats			x
10. Knowledge of how to send and attach their final product	x		
What project tools will you use? <input type="checkbox"/> Know/need to know lists <input type="checkbox"/> Daily goal sheet <input type="checkbox"/> Journals <input type="checkbox"/> Briefs <input type="checkbox"/> Task lists <input type="checkbox"/> Problem logs	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____		

- Do the products and tasks give all students the opportunity to demonstrate what they have learned?

Map the Project (2)

List the key dates and important milestones for this project.

Week 1

Day 1 (Monday/ Tuesday)	Day 2 (Wednesday/ Short Day)	Day 3 (Thursday/ Friday)
<div>Do Now/Discussion</div> <div>Select Groups</div> <div>Natural Phenomenon Discussion</div> <div>Write Myth</div> <div>Storyboard Draft</div>	<div>Modeling (comic life)</div> <div>Student follow along</div>	<div>Finalize Storyboard drafts</div> <div>Checkpoints</div> <div>Comic Myth Product Criteria</div> <div>Begin Comic Life</div> <div>Scan Documents</div>
<p align="center">Week 2</p>		
<div>Day 1 (Monday/ Tuesday)</div> <div>School-wide writing project</div>	<div>Wednesday (short day)</div> <div>Continue Comic Life</div> <div>Checkpoints</div>	<div>Thursday/ Friday</div> <div>Finalize Comic Life Project</div> <div>Presentation Criteria</div> <div>Individual meetings</div>
<p>Use the Tuning Protocol with other teachers or a group of students to refine the project design or guide you further in your planning. What other thoughts do you now have on the project?</p> <ol style="list-style-type: none"> 1. Students may have trouble storyboarding. 2. Students may have trouble selecting images to represent their myths 3. Student may have trouble expanding their storyboard if it is too short 4. Students may have trouble generating ideas for their myth 		

- What challenges or problems might arise in this project?

Manage the Process

List preparations necessary to address needs for differentiated instruction for ESL students, special-needs students, or students with diverse learning styles.

1. I will provide a check list of project procedures.

<p>2. I will provide the criteria for the Comic Myth.</p> <p>3. I will hold checkpoints and meet with each group to monitor progress and provide feedback.</p> <p>4. I will check for understanding and use class discussion to provide clarification.</p>
<p>How will you and your students reflect on and evaluate the project?</p> <p><input type="checkbox"/> ✓Class discussion</p> <p><input type="checkbox"/> Fishbowl</p> <p><input type="checkbox"/> Student-facilitated formal debrief</p> <p><input type="checkbox"/> Teacher-led formal debrief</p> <p><input type="checkbox"/> Student-facilitated formal debrief</p> <p><input type="checkbox"/> ✓ Individual evaluations (Self-evaluation)</p> <p><input type="checkbox"/> Group evaluations</p> <p><input type="checkbox"/> Other: _____</p> <p><input type="checkbox"/> _____</p>

- What do you expect to learn from this project?

Additional Materials:

Comic Life Myth Procedures

Checklist

Comic Life Myth Criteria

Oral Presentation Criteria

Assignment Submission Procedure/Instructions

Daily PowerPoints

Checklist for the Comic Life Myth:

Content:

- * _____ explains a mystery, or natural phenomenon
- * _____ uses a supernatural being, god and goddess for at least one of the characters

Organization:

- * _____ includes an introduction that hooks the audience and introduces the characters and setting (*ex. A long time ago, the world was a wonderful place. People were always healthy and happy. They loved each other and had plenty of food... A young woman lived on Earth. Her name was Pandora...*)
- * _____ includes a rising-action that gives the audience a taste of conflict (*ex. The gods thought she was beautiful and gave her many gifts. One day the god Mercury came to see her and brought her a beautiful box... Pandora was a very curious, young girl. She wanted to see what's inside. After a while, she opened the box...*)
- * _____ includes a climax that connects a conflict to an explanation of a mystery, or natural phenomenon (*ex. Terrible horrors jumped from the box. Ugly black bursts of sickness, poverty, anger, hate, and hunger came down and stung Pandora. The terrible things flew out the door and stung people on Earth. People became unhappy, sick, poor, and hungry*)
- * _____ concludes with a resolution to the conflict and a final statement that clearly explains a mystery, or natural phenomenon (*ex. Although it is believed that earth became a nasty place because Pandora opened her box, one other thing emerged from the box, and that was hope. Thankfully, with hope, people continue to believe that earth will one day become a better place.*)

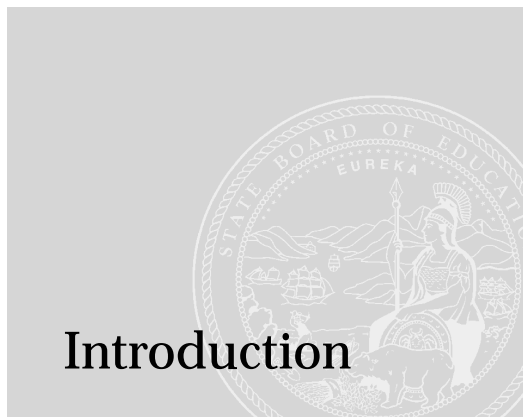
Presentation:

- * _____ fluently and expressively presents the myth like a storyteller, without reading word for word
- * _____ engages the audience with facial expressions and body gestures
- * _____ tells the myth without breaking character

Comic Life Myth Procedures Checklist

Period _____

Groups	Group Members	Phase 1 Myth/Story Draft	Phase 2 Storyboard Research What is a storyboard?	Phase 3 Storyboard drawings (composition book)	Phase 4 Begin Comic Life Myth
1	Brian Eliana Jesse	✓	✓		
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					



The *English–Language Arts Content Standards for California Public Schools* (1998) and the *Reading/Language Arts Framework for California Public Schools* (1999), both adopted by the State Board of Education, define what all students in California, including students learning English as a second language, are expected to know and be able to do. The English-language development (ELD) standards are designed to supplement the English–language arts content standards to ensure that limited-English proficient (LEP) students (now called English learners in California) develop proficiency in both the English language and the concepts and skills contained in the English–language arts content standards.

The ELD standards were developed by a committee composed of 15 practitioners of and experts in English-language development and assessment. The standards are designed to assist teachers in moving English learners to fluency in English and proficiency in the English–language arts content standards. The ELD standards will also be used to develop the California English-Language Development Examinations. The standards were reviewed by teachers throughout California and were presented to the California State Board of Education in January 1999. After the State Board meeting in January, the draft standards were posted on the Internet for public comment. The standards were approved by the State Board during April 1999 contingent

on some modifications and additions to better align the ELD standards with the English–language arts content standards that had been adopted by the State Board in January 1997. The State Board gave final approval to the ELD standards in July 1999.

The *Reading/Language Arts Framework* is based on the assumption that all students will attain proficiency in the English–language arts standards, but the framework also recognizes that not all learners will acquire skills and knowledge at the same rate. There are 1.4 million English learners in California. More than 40 percent of students in California speak a language other than English, and about 25 percent of students in California are not yet fluent in English. Those students enter school with language abilities very different from monolingual English-speaking students, who begin school with speaking vocabularies of between 2,000 and 8,000 words.

Generally, monolingual English speakers have mastered basic English sentence structures before entering school. English learners enter California public schools at all grade levels with limited or no knowledge of English vocabulary and sentence structure. Many of these children are unfamiliar with the Roman alphabet, and those who know the alphabet often have to learn new sounds for many of the letters. English learners need to catch up with the state’s monolingual English speakers. The ELD standards address the skills English learners must



Introduction

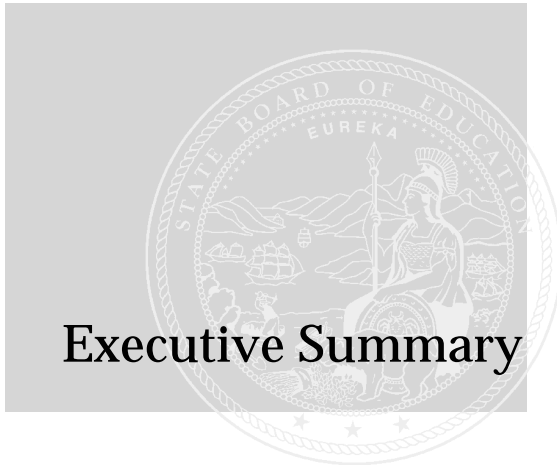
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Executive Summary

The following pages present a summary of the English-language development (ELD) standards for each domain (listening and speaking, reading, and writing). The summary is designed to give an overview of what students must know and be able to do

as they move toward full fluency in English. The levels through which English learners progress are identified as *beginning*, *intermediate*, and *advanced*. For each ELD standard the summary indicates the English-language arts substrand associated with it.

Summary

LISTENING AND SPEAKING

Strategies and Applications

English–language arts strand	Beginning ELD level*
Comprehension	<p>Answer simple questions with one- to two-word responses.</p> <p>Respond to simple directions and questions by using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).</p> <p>Begin to speak with a few words or sentences by using a few standard English grammatical forms and sounds (e.g., single words or phrases).</p> <p>Use common social greetings and simple repetitive phrases independently (e.g., “Thank you,” “You’re welcome”).</p> <p>Ask and answer questions by using phrases or simple sentences.</p> <p>Retell stories by using appropriate gestures, expressions, and illustrative objects.</p>
Organization and Delivery of Oral Communication	<p>Begin to be understood when speaking, but usage of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns [he or she]) may be inconsistent.</p> <p>Orally communicate basic personal needs and desires (e.g., “May I go to the bathroom?”).</p>
English–language arts strand	Intermediate ELD level*
Comprehension	<p>Ask and answer instructional questions by using simple sentences.</p> <p>Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.</p> <p>Ask and answer instructional questions with some supporting elements (e.g., “Which part of the story was the most important?”).</p>
Comprehension and Organization and Delivery of Oral Communication	<p>Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.</p>
Organization and Delivery of Oral Communication	<p>Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules are not followed (e.g., third-person singular, male and female pronouns).</p>

*The ELD standards must be applied appropriately for students in each grade level from kindergarten through grade twelve.

Summary

LISTENING AND SPEAKING

Strategies and Applications *(Continued)*

English–language arts strand	Advanced ELD level*
Comprehension	Demonstrate understanding of most idiomatic expressions (e.g., “Give me a hand”) by responding to such expressions and using them appropriately.
Organization and Delivery of Oral Communication	Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others.

*The ELD standards must be applied appropriately for students in each grade level from kindergarten through grade twelve.

Summary READING

Word Analysis, Fluency, and Systematic Vocabulary Development

English–language arts strand	Beginning ELD level*
Phonemic Awareness and Decoding and Word Recognition	<p>Recognize and produce the English phonemes that are like the phonemes students hear and produce in their primary language.</p> <p>Recognize and produce English phonemes that are unlike the phonemes students hear and produce in their primary language.</p>
Phonemic Awareness, Decoding and Word Recognition, Concepts About Print	<p>Produce most English phonemes while beginning to read aloud.</p>
Vocabulary and Concept Development	<p>Produce simple vocabulary (e.g., single words or very short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).</p> <p>Demonstrate comprehension of simple vocabulary with an appropriate action.</p> <p>Retell stories by using simple words, phrases, and sentences.</p> <p>Recognize simple affixes (e.g., <i>educate</i>, <i>education</i>), prefixes (e.g., <i>dislike</i>, <i>preheat</i>), synonyms (e.g., <i>big</i>, <i>large</i>), and antonyms (e.g., <i>hot</i>, <i>cold</i>).</p> <p>Begin to use knowledge of simple affixes, prefixes, synonyms, and antonyms to interpret the meaning of unknown words.</p> <p>Recognize the difference between the use of the first- and third-person points of view in phrases or simple sentences.</p>

*The ELD standards must be applied appropriately for students in each grade level from kindergarten through grade twelve.

Summary READING

Word Analysis, Fluency, and Systematic Vocabulary Development *(Continued)*

English–language arts strand	Intermediate ELD level*
Phonemic Awareness, Decoding and Word Recognition, Concepts About Print	<p>Produce English phonemes while reading aloud.</p> <p>Recognize sound/symbol relationships and basic word-formation rules in written text (e.g., basic syllabication rules and phonics).</p> <p>Apply knowledge of English phonemes in oral and silent reading to derive meaning from literature and texts in content areas.</p>
Vocabulary and Concept Development	<p>Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings.</p> <p>Recognize simple antonyms and synonyms (e.g., <i>good, bad, blend, mix</i>) in written text. Expand recognition of them and begin to use appropriately.</p> <p>Apply knowledge of vocabulary to discussions related to reading tasks.</p> <p>Read simple vocabulary, phrases, and sentences independently.</p> <p>Read narrative and expository texts aloud with the correct pacing, intonation, and expression.</p> <p>Use expanded vocabulary and descriptive words in oral and written responses to written texts.</p> <p>Recognize and understand simple idioms, analogies, and figures of speech in written text.</p> <p>Recognize that some words have multiple meanings and apply this knowledge to written text.</p> <p>Recognize the function of connectors in written text (e.g., <i>first, then, after that, finally</i>).</p>

*The ELD standards must be applied appropriately for students in each grade level from kindergarten through grade twelve.

Summary **READING**

Word Analysis, Fluency, and Systematic Vocabulary Development *(Continued)*

English–language arts strand	Advanced ELD level*
Phonemic Awareness, Decoding and Word Recognition, Concepts About Print	Apply knowledge of sound/symbol relationships and basic word-formation rules to derive meaning from written text (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).
Vocabulary and Concept Development	<p>Apply knowledge of academic and social vocabulary while reading independently.</p> <p>Be able to use a standard dictionary to find the meanings of unfamiliar words.</p> <p>Interpret the meaning of unknown words by using knowledge gained from previously read text.</p> <p>Understand idioms, analogies, and metaphors in conversation and written text.</p>

*The ELD standards must be applied appropriately for students in each grade level from kindergarten through grade twelve.

Summary READING

Reading Comprehension

English–language arts strand	Beginning ELD level*
Comprehension and Analysis of Grade-Level Appropriate Text	<p>Respond orally to stories read aloud and use physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).</p> <p>Respond orally to stories read aloud, giving one- to two-word responses in answer to factual comprehension questions (<i>who, what, when, where, and how</i>).</p> <p>Understand and follow simple one-step directions for classroom-related activities.</p>
Structural Features of Informational Materials	<p>Identify the basic sequence of events in stories read aloud, using important words or visual representations, such as pictures and story frames.</p> <p>Respond orally to stories read aloud, using phrases or simple sentences to answer factual comprehension questions.</p>
English–language arts strand	Intermediate ELD level*
Comprehension and Analysis of Grade-Level Appropriate Text	<p>Understand and follow simple written directions for classroom-related activities.</p> <p>Read text and orally identify the main ideas and draw inferences about the text by using detailed sentences.</p> <p>Read and identify basic text features, such as the title, table of contents, and chapter headings.</p> <p>Respond to comprehension questions about text by using detailed sentences (e.g., “The brown bear lives with his family in the forest”).</p>
Structural Features of Informational Materials	<p>Identify, using key words or phrases, the basic sequence of events in stories read.</p>

*The ELD standards must be applied appropriately for students in each grade level from kindergarten through grade twelve.

Summary READING

Reading Comprehension *(Continued)*

English–language arts strand	Advanced ELD level*
Comprehension and Analysis of Grade- Level-Appropriate Text	<p>Read and orally respond to familiar stories and other texts by answering factual comprehension questions about cause-and-effect relationships.</p> <p>Read and orally respond to stories and texts from content areas by restating facts and details to clarify ideas.</p> <p>Explain how understanding of text is affected by patterns of organization, repetition of main ideas, syntax, and word choice.</p> <p>Write a brief summary (two or three paragraphs) of a story.</p>

*The ELD standards must be applied appropriately for students in each grade level from kindergarten through grade twelve.

Summary WRITING

Strategies and Applications

English–language arts strand	Beginning ELD level*
Penmanship	<p>Copy the alphabet legibly.</p> <p>Copy words posted and commonly used in the classroom (e.g., labels, number names, days of the week).</p>
Organization and Focus	<p>Write simple sentences by using key words commonly used in the classroom (e.g., labels, number names, days of the week, and months).</p> <p>Write phrases and simple sentences that follow English syntactical order.</p>
English–language arts strand	Intermediate ELD level*
Organization and Focus	<p>Follow a model given by the teacher to independently write a short paragraph of at least four sentences.</p>
Organization and Focus, Penmanship	<p>Write legible, simple sentences that respond to topics in language arts and other content areas (e.g., math, science, history–social science).</p>
Organization and Focus	<p>Create cohesive paragraphs that develop a central idea and consistently use standard English grammatical forms even though some rules may not be followed.</p> <p>Write simple sentences about an event or a character from a written text.</p> <p>Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.</p>
English–language arts strand	Advanced ELD level*
Organization and Focus	<p>Develop a clear thesis and support it by using analogies, quotations, and facts appropriately.</p> <p>Write a multiparagraph essay with consistent use of standard grammatical forms.</p>

*The ELD standards must be applied appropriately for students in each grade level from kindergarten through grade twelve.

Summary

WRITING

English-Language Conventions

English-language arts strand	Beginning, intermediate, and advanced ELD levels*
Capitalization	<p>Use capitalization when writing one's own name.</p> <p>Use capitalization at the beginning of a sentence and for proper nouns.</p>
Punctuation	<p>Use a period at the end of a sentence and a question mark at the end of a question.</p>
Capitalization, Punctuation, and Spelling	<p>Produce independent writing that includes partial consistency in the use of capitalization and periods and correct spelling.</p> <p>Produce independent writing with consistent use of capitalization, punctuation, and correct spelling.</p>

*The ELD standards must be applied appropriately for students in each grade level from kindergarten through grade twelve.

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Teacher Education Department

Lawrence Wynder
S.C.A.L.E. Leadership Academy Charter School
3579 E. Foothill Blvd. Box# 461
Pasadena, CA 91107

Regarding: Teacher Recruitment and Grants

Dear Lawrence,

Recently, you inquired about establishing a partnership with Claremont Graduate University where your school expressed an interest in housing student teachers from our program. In fact, we have established similar partnerships in the past termed CGU "Gold Level" Partnerships. In such a partnership, we pay the schools for hosting our students (\$200 for each student), and we pay and train any selected teachers directly as a CGU Master Teacher. Partnerships such as these are beneficial to all parties involved.

Additionally, we work closely with these schools by writing training and research grants that support the schools mission, serve the students in the area, and further research in teaching and learning. For example, we currently have an \$800,000 ITQ grant partnering with Pomona Unified to provide professional development in mathematics education to elementary teachers. We also just received a \$1.2 million dollar federal education grant to provide math teachers in San Bernardino City Unified with Master's degrees in Applied Mathematics with a concentration in teaching. A partnership such as this would be a wonderful way to support your school with acquiring additional funding.

Please contact me upon the approval of your charter school and we can explore various options in greater detail. I look forward to working with you and SCALE Leadership Academy in the future and hope to establish a strong partnership with your school.

Sincerely,

A handwritten signature in black ink, appearing to read "Lisa S. Loop".

Lisa S. Loop
Co-Director

925 North Dartmouth Avenue • Claremont, California 91711-6160

Tel. 909.621.8076 • Fax: 909.607.7793

A MEMBER OF THE CLAREMONT COLLEGES

Appendices pg. 231

Date _____

Name of School District _____

Name of School _____

HOME LANGUAGE SURVEY SPANISH VERSION

T07-012 Spanish
Times New Roman Font
Page 1 of 2

(1) Name of Student _____
(Surname/Family Name) (First Given Name) (Second Given Name)

(2) Age of Student _____ Grade Level _____ Name of Teacher _____

Note: School district personnel should complete all of the information items above this line.

Instrucciones para padres y tutores:

El *Código de Educación* de California contiene requisitos legales que guían a las escuelas para determinar el idioma o idiomas que se hablan en el hogar de cada estudiante. Esta información es esencial para que las escuelas puedan ofrecer los programas y servicios educativos adecuados.

Como padre o tutor, su cooperación es necesaria para cumplir con este requisito legal. Responda a cada una de las cuatro preguntas siguientes de la forma más precisa posible. Para cada pregunta, escriba el nombre(s) del idioma(s) que corresponde en el espacio suministrado. Por favor, responda todas las preguntas.

1. ¿Qué idioma aprendió su hijo cuando empezó a hablar? _____
2. ¿Qué idioma habla su hijo en casa con más frecuencia? _____
3. ¿Qué idioma utilizan ustedes (los padres o tutores) con más frecuencia cuando hablan con su hijo? _____
4. ¿Qué idioma se habla con más frecuencia entre los adultos en el hogar (padres, tutores, abuelos o cualquier otro adulto)? _____

Por favor firme y feche este formulario en el espacio suministrado a continuación y devuelva el formulario al maestro de su hijo. Muchas gracias por su cooperación.

(Firma del padre/madre o tutor)

(Fecha)

T07-012 Spanish
Times New Roman Font
Page 2 of 2

[NOTE TO LOCAL EDUCATIONAL AGENCIES (LEAS): As a form of assistance to LEAs, the California Department of Education (CDE) offers this translation free of charge. Because there can be variations in translation, the CDE recommends that LEAs confer with local translators to determine any need for additions or modifications, including the addition of local contact information or local data, or modifications in language to suit the needs of specific language groups in the local community. If you have comments or questions regarding the translation, please e-mail the Clearinghouse for Multilingual Documents (CMD) at cmd@cde.ca.gov.]

HOME LANGUAGE SURVEY ENGLISH VERSION

Name of Student: _____
Surname / Last Name First Given Name Second Given Name

School: _____ Age: _____ Grade Level: _____ Teacher Name: _____

Directions to Parents and Guardians:

The California *Education Code* contains legal requirements which direct schools to determine the language(s) spoken in the home of each student. This information is essential in order for the school to provide adequate instructional programs and services.

As parents or guardians, your cooperation is requested in complying with this legal requirement. Please respond to each of the four questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered.

1. Which language did your child learn when he/she first began to talk? _____
2. Which language does your child most frequently speak at home? _____
3. Which language do you (the parents or guardians) most frequently use when speaking with your child? _____
4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults) _____

Please sign and date this form in the spaces provided below, then return this form to your child's teacher. Thank you for your cooperation.

Signature of Parent or Guardian

Date

CELDT Proficiency Level Descriptions

These proficiency level descriptions should only be used with tests administered after July 1, 2006.

1. Beginning – Students performing at this level of English-language proficiency may demonstrate little or no receptive or productive English skills. They are beginning to understand a few concrete details during unmodified instruction. They may be able to respond to some communication and learning demands, but with many errors. Oral and written production is usually limited to disconnected words and memorized statements and questions. Frequent errors make communication difficult.

2. Early Intermediate – Students performing at this level of English-language proficiency continue to develop receptive and productive English skills. They are able to identify and understand more concrete details during unmodified instruction. They may be able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written production is usually limited to phrases and memorized statements and questions. Frequent errors still reduce communication.

3. Intermediate – Students performing at this level of English-language proficiency begin to tailor their English-language skills to meet communication and learning demands with increasing accuracy. They are able to identify and understand more concrete details and some major abstract concepts during unmodified instruction. They are able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written production has usually expanded to sentences, paragraphs, and original statements and questions. Errors still complicate communication.

4. Early Advanced – Students performing at this level of English-language proficiency begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in content areas. They are able to identify and summarize most concrete details and abstract concepts during unmodified instruction in most content areas. Oral and written production is characterized by more elaborate discourse and fully-developed paragraphs and compositions. Errors are less frequent and rarely complicate communication.

5. Advanced – Students performing at this level of English-language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and learning demands. In order for students at this level to attain the English-proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are still necessary. Students at this level are able to identify and summarize concrete details and abstract concepts during unmodified instruction in all content areas. Oral and written production reflects discourse appropriate for content areas. Errors are infrequent and do not reduce communication.

Student Oral Language Observation Matrix (SOLOM)

The SOLOM is not a test per se. A test is a set of structured tasks given in a standard way. The SOLOM is a rating scale that teachers can use to assess their students' command of oral language on the basis of what they observe on a continual basis in a variety of situations - class discussions, playground interactions, encounters between classes. The teacher matches a student's language performance in a five mains - listening comprehension, vocabulary, fluency, grammar, and pronunciation - to descriptions on a five-point scale for each (See Figure 1). The scores for individual domains can be considered, or they can be combined into a total score with a range of five through 25, where approximately 19 or 20 can be considered proficient. SOLOM scores represent whether a student can participate in oral language tasks typically expected in the classroom at his or her grade level.

Because it describes a range of proficiency from non-proficient to fluent, the SOLOM can be used to track annual progress. This, in turn, can be used in program evaluation, and as some of the criteria for exit from alternative instructional programs. However, to be used for these purposes, it is important to ensure that all teachers who use it undergo reliability training so that scores are comparable across teachers. For this purpose, a training video has been produced by Montebello School District in California.

The SOLOM does not require a dedicated testing situation. To complete it, teachers simply need to know the criteria for the various ratings and observe their students' language practices with those criteria in mind. Therein lies the greatest value of the SOLOM and similar approaches:

- it fixes teachers' attention on language-development goals;
- it keeps them aware of how their students are progressing in relation to those goals; and
- it reminds them to set up oral-language-use situations that allow them to observe the student, as well as provide the students with language-development activities.

While observing, teachers should be attuned to the specific features of a student's speech that influenced their rating. They can use this information as a basis of instruction. The SOLOM is sufficiently generic to be applicable to other language besides English.

The SOLOM is not commercially published. It was originally developed by the San Jose Area Bilingual Consortium and has undergone revisions with leadership from the Bilingual Education Office of the California Department of Education. It is within the public domain and can be copied, modified, or adapted to meet local needs.

Directions for Administering the SOLOM:

Based on your observation of the student, indicate with an "X" across the category which best describes the student's abilities.

- The SOLOM should only be administered by persons who themselves score at level "4" or above in all categories in the language being assessed.
- Students scoring at level "1" in all categories can be said to have no proficiency in the language.

SOLOM Teacher Observation Student Oral Language Observation Matrix					
Student's Name:				Grade:	Date:
Language Observed:			Administered By (signature):		
	1	2	3	4	5
A. Comprehension	Cannot be said to understand even simple conversation.	Has great difficulty following what is said. Can comprehend only social conversation spoken slowly and with frequent repetitions.	Understands most of what is said at slower-than-normal speed with repetitions.	Understands nearly everything at normal speech. Although occasional repetition may be necessary.	Understands everyday conversation and normal classroom discussions.
B. Fluency	Speech so halting and fragmentary as to make conversation virtually impossible.	Usually hesitant: often forced into silence by language limitations.	Speech in everyday conversation and classroom discussion frequently disrupted by the student's search for the correct manner of expression	Speech in everyday conversation and classroom discussions generally fluent, with occasional lapses while the student searches for the correct manner of expression.	Speech in everyday conversation and classroom discussions fluent and effortless; approximating that of a native speaker.
C. Vocabulary	Vocabulary limitations so extreme as to make conversation virtually impossible.	Misuse of words and very limited: comprehension quite difficult.	Student frequently uses wrong words: conversation somewhat limited because of inadequate vocabulary.	Student occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.	Use of vocabulary and idioms approximate that of a native speaker.
D. Pronunciation	Pronunciation problems so severe as to make speech virtually unintelligible.	Very hard to understand because of pronunciation problems. Must frequently repeat in order to make him/herself understood.	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.	Always intelligible, although the listener is conscious of a definite accent and occasional inappropriate intonation patterns.	Pronunciation and intonation approximate that of a native speaker.
E. Grammar	Errors in grammar and word order so severe as to make speech virtually unintelligible.	Grammar and word order errors make comprehension difficult. Must often rephrase and/or restrict him/herself to basic patterns.	Makes frequent errors of grammar and word order that occasionally obscure meaning.	Occasionally makes grammatical and/or word order errors that do not obscure meaning.	Grammar and word order approximate that of a native speaker.

SDAIE Strategies

A Glossary of Instructional Strategies

Anticipatory Chart - Before reading a selection, hearing a selection or viewing a video students are asked to complete the first two sections of the chart-"What I already know about" and "What I would like to find out about" After the information has been presented students complete the "What I learned..." section. Responses are shared with a partner. This is also known as a KWL Chart

Anticipatory Guide - Students are given a series of statements that relate to a reading selection, lecture, or video. Students indicate AGREE or DISAGREE. After the information has been presented, students check to see if they were correct.

Brainstorming - Students work as a whole group with the teacher, or in small groups. Begin with a stimulus such as a word, phrase, picture, or object and record all responses to that stimulus without prejudgment. Prewriting or INTO strategy. The students give ideas on a topic while a recorder writes them down. The students should be working under time pressure to create as many ideas as possible. All ideas count; everything is recorded. More ideas can be built on the ideas of others.

Carousel Brainstorming - Each small group has a poster with a title related to the topic of the lesson. Each group uses a different colored marker to write 4 to 5 strategies/activities that relate to their topic. Students rotate to all the other posters, reading them and adding 2 to 3 more strategies. Students discuss the results.

Character Matrix - In groups, students create a grid, which lists the characters horizontally on the left and character traits vertically across the top. The students determine the traits used. Group members decide if each character possesses each of the traits and writes "yes" or "no" in the appropriate box.

Choral Reading - Groups of students chorally present a poem, or other reading selection. One person reads the title, author, and origin. Each person says at least one line individually. Pairs of students read one or more lines. Three students read one or more lines. All students read an important line.

Clustering/Webbing/Mapping - Students, in a large group, small groups, or individually, begin with a word circled in the center, then connect the word to related ideas, images, and feelings which are also circled. Prewriting or INTO strategy.

Comprehension Check - The teacher or students read the selection aloud. Intermittently, the teacher asks for verbal and nonverbal comprehension checks ("raise your hand", "thumbs up for 'yes' ", "thumbs down for 'no'." The teacher uses a variety of question types: *Right There, Think and Search, On My Own* (See QAR, Day One.)

Co-op Co-op - Students work in teams to complete a project. The steps are: student-centered class discussion, selection of student study teams, team building and skill development, team topic selection, mini-topic selection, mini-topic preparation, mini-topic presentations, preparation of team

presentations, team presentations, evaluation.

Cooperative Dialogue -

- 1.Students number off one through four.
- 2.Each student pairs with another student from a different group who has the same number.
- 3.Following the timeline from the article that was previously read each pair writes a dialogue between two characters in the passage.
- 4.Pairs are selected to present dialogues in chronological order to the class. activity is designed to be a text "re-presentation."

Cooperative Graphing - This activity involves graphing information based on a survey. Each group of four will take a survey of how many countries each has visited (or other teacher-determined information). A bar graph is then developed. Each person in the group is responsible for one aspect of the graph, and signs his/her name on the chart along with their area of responsibility. Jobs are: survey group members and record results, construct the graph, write names and numbers on the graph, write title and assist with graph construction. Each person in the group describes his/her part of the graph to the class.

Corners - Cooperative activity used to introduce a topic. The teacher poses a question or topic along with four choices. On a 3x5 card students write their choice and the reasons for it. Students go to the corner of the room representing their choice. In their corner, students pair up and share their reasons for selecting that corner. The topic is discussed. For example, the corners could be labeled cone, cube, pyramid, and sphere with information about each figure provided. Students go to the corner, learn about the figure, and return to teach other team members.

Directed Reading-Thinking Activity This is a group activity to get students to think about the content of a fiction or non-fiction reading selection. The steps are 1) Students predict what they will read and set purposes for reading. 2) Students read the material. 3) Students discover if their predictions and hypotheses are confirmed.

Famous Person Mystery - The name of a famous person, living or deceased is placed on the back of each student. Without looking, students try to guess who the person is by asking questions that require only yes/no answers.

Graphic Organizers - Graphic organizers are charts, graphs, or diagrams, which encourage students to see information as a component of systems rather than isolated facts. Students may complete these as they read or view a presentation. There are a variety of ways to use graphic organizers, including the following: semantic word map, story chart, Venn diagram, spider map, network tree, word map, and KWL chart. Other examples of graphic organizers are listed below.
Comparison-Contrast Matrix-Students determine similarities and differences between two people, things, solutions, organisms stories, ideas, or cultures.

Branching Diagrams -Organization charts, hierarchical relationships systems, family trees.

Interval Graphs-Chronological order, bar graphs, parallel events, number value.

Flowcharts - Sequential events, directions, decision making, writing reports, study skills.

Matrix Diagram-Schedules, statistics, problem solving, comparisons with multiple criteria.

Fishbone Diagram-Cause and effect, timeline.

Group Discussion, Stand Up and Share, and Roam the Room - After the teacher asks a question, students discuss and report their group findings to the class. Teams can share their best answer, perhaps on the board at the same time, or on an overhead transparency. When an individual student has something important to share with the class, he or she stands up. When one

person from each group is standing, the teacher calls on one of these students for a response. If others have a similar response, they sit down. Students move around the room to view the work of other teams. They return to their teams to Round Robin share what they have learned.

Hot Topics - Students title a sheet "Hot Topics". This sheet is kept in an accessible place in their notebooks or portfolios. Students brainstorm with the teacher on possible topics of interest related to the content of the course. Each student writes down at least ten Hot Topics and adds to the list throughout the year. Students occasionally choose one Hot Topic and write in depth on the topic as a class assignment or as homework. These may be included in their portfolios.

Idea Starts -Use a prompt for writing, such as a quote, a photo, words from a vocabulary list, an article, a poem, opening lines to a story, an unusual object, a film, or a guest speaker to get students started.

Image and Quote with Cooperative Poster - Groups of four are formed. Students read a selection. Each chooses a quote and an image that have impact for them. Round Robin share. Groups come to consensus on favorite image and quote. Each student takes one colored pen. With all members participating, and each using their chosen color, they draw the group image and write the group quote on a piece of butcher or easel paper. Each member signs the poster with his or her pen. Posters are shared with the class.

Inside-Outside Circle - Students are arranged into two equal circles, one inside the other. Students from the smaller inside circle face those in the outer larger circle and vice versa. Students ask each other questions about a review topic. These may be either teacher or student generated. Students from one of the circles rotate to either the left or right. The teacher determines how many steps and in which direction. Another question is asked and answered.

Interactive Reading Guide - Working in groups, students write down everything they know about a reading selection topic. Then, they write three questions they want to have answered by the selection. Each student reads a short first section silently; then students retell the information with a partner. Next, the first ___pages (teacher's choice) are read aloud in the group, each person taking a turn to read. Then, the group predicts four things that will be discussed in the next section. The groups finish reading the chapter silently. Each person writes four thinking questions for a partner to answer. (Why do you think ? Why do/did ___ ? How does ___relate to your life or experiences? Compare ___to __. What if ___? Predict ___) Papers are exchanged and answers are given to each other's questions. Finally, with a partner, a chart or diagram is drawn to illustrate the main points of the chapter.

In-Text Questions - Students answer teacher-constructed questions about a reading selection as they read it. Questions are designed to guide students through the reading and provide a purpose for reading. Students preview In-Text questions first then answer them as they read the article. Students review their answers with their small group, then share them with the whole group.

Jigsaw - 4-6 people per "home" team. Name the teams. Within each team, number off 1-4. All ones form an "expert group," as do twos, threes, and fours. Each expert group is assigned a part to read (or do). Experts take 15 minutes to read, take notes, discuss, and prepare presentations. Return to home teams. Each expert takes 5 minutes to present to home team.

Journals -Students keep questions and ideas in a journal. These may be used later to develop a

formal piece of writing.

Key Words Story Prediction - In their groups, students using key words listed by

Language Experience Approach - This is a reading strategy based on a common experience. The students dictate a story to the teacher, who then records the story. The teacher then uses the reading as a practice on word recognition, sentence patterns, and vocabulary items.

Learning Logs - Double-entry journals with quotes, summaries, notes on the left and responses reactions, predictions, questions, or memories on the right.

Line-Ups - Line-ups can be used to improve communication and to form teams. The entire class lines up according to a specific criteria (age, birthday, first letter of name, distance traveled to school, etc.). The end of the line can move to the head of the line and pair up until each person has a partner. This is called "folding the line." Teams of four members can then be formed from this line-up.

Multiple Intelligences Inventory Given a list of preference statements organized according to the eight multiple intelligences, students place checks next to those that are true for them. By totaling the number of checks per intelligence students are able to determine areas of strength and weakness.

Novel Ideas - Groups of four are formed. Each group member has a sheet of paper with the team name or number in the corner. Each person writes, "We think a story/selection entitled (insert appropriate title) might be about ..." Each person then has one minute to list what he or she thinks the story might be about. For example, a story entitled "Eleven" might be about a football team, roll of dice, etc. Each person draws a line. Members Round Robin share their lists. As each member shares, other members add new ideas to their lists. Groups then take turns standing in a line and reading their possible topics for the whole group. Topics may not be repeated. All students add new or "novel" ideas, not on their lists.

Numbered Heads Together - A 5-step cooperative structure used to review basic facts and information. Students number off 1 to 4. Teacher asks a question. Students consult one another to make sure everyone can answer the question. Teacher randomly picks a number from 1 to 4. Those students with that number raise their hand: Teacher randomly chooses one of the groups. The group member with the previously-selected number answers the question. After the student responds, the other teams may agree with a thumbs up or a thumbs down hand signal. Teacher may ask another student to add to the answer if an incomplete response is given.

Open Mind Diagram - Each person in a group of four uses a different colored marker to participate in the poster creation. Students draw a shape of a head and, inside the head, write words, quotes from the story, symbols and pictures. Words can be made into pictures of parts of the face.

Pairs Check - Cooperative pairs work on drill and practice activities. Students have worksheets. One student answers the first question while a second student acts as the coach. After the coach is satisfied that the answer is correct, then roles are reversed. Then this pair can check with the other pair on the team. If all agree, then the process continues. If they do not agree, students try one more time to figure out the answer, or ask for help from the teacher.

Pantomime-A-Tale - This technique can be used with fiction or nonfiction reading selections. Divide an article into sections. Each group prepares their assigned section as a pantomime. There

should be one group member who reads the section, with appropriate pauses, and three members who act it out without using words. Rehearsal is important, so allow time for it.

Pass the Picture -Each person in a group has a visual of a person. A blank sheet of paper is clipped to the back. The teacher asks a question (e.g., "What is his/her name?"). Students write the answer in a complete sentence on the blank paper. Students then pass the visual and the paper to the student on the right. The teacher continues asking questions and students continue writing the answer, then passing the visual to the right for 6-8 questions. At the end, each student will have a descriptive paragraph for each visual. Each student takes a visual and shares it with the group while reading **the final** paragraph description.

Picture This - This activity is useful as a vocabulary or concept review. A blank paper is divided into eight sections. Students draw pictures or symbols to represent words or major concepts. Students are not to label the drawings. Students exchange papers with a partner and partners try to correctly label each other's drawings.

Pie Graph - Using the results of the Multiple Intelligences inventory students draw a pie graph representing how they are smart on a paper plate. Students may color, make designs, or draw symbols for each section. Students can determine the size of each section by creating a fraction that represents each intelligence. The total number of checks is the denominator and the number of checks for that section is the numerator. This fraction can then be changed to a percent by dividing the numerator by the denominator.

Posters - As a BEYOND activity students create a poster in small groups. The following list describes several types of posters that the teacher may assign.

Illustrated Timeline Tell the plot or sequence on a timeline, with pictures that depict the events.

Movie Poster Advertise the content from a lesson by creating a movie poster complete with ratings, pictures, actors, descriptions, and comments by a critic.

Comic Strip Create a 6-paneled comic strip of the lesson content.

Image and Quote Choose an image and quote from the lesson content that are representative or important. Poster should include a title.

Advertisement Choose an item from the lesson content and make a newspaper or magazine ad for it.

PQRST Study Strategy - **P**review: Student skims the title, side headings, pictures and graphics to identify writer's generalization. **Q**uestion: Student identifies questions that the writer is going to answer during the reading. **R**ead: Student reads to obtain answers to the questions and takes notes. **S**ummarize: Student summarizes the information regarding each question posed. **T**est: Student tests the generalization against the supporting information to see if the author has enough information to support the generalization.

Prediction - Students make a prediction about the subject they are about to read by selecting an answer to a multiple-choice question.

Question-Answer Relationship QAR) - This program teaches students strategies for answering questions. It also points out the sources for different kinds of questions. Here are the three types of answers:

Right There The answer is located directly in the reading

Think and Search The answer is "between the lines." The reader needs to analyze, make inference and/or predict the answer based on the information in the reading.

On My Own The answer is "beyond the lines." The reader must base the answer on his/her own experience.

Quickdrawing - Students sketch ideas that relate to a topic. Prewriting or INTO strategy.

Quickwrite - Pre-reading or pre-writing focus activity. Students are asked to respond to a question in writing for 5 minutes. Emphasis is on getting thoughts and ideas on paper. Grammar, spelling, style not important.

Quickwriting -Students respond quickly to a prompt without self-editing. If students get stuck they can repeat phrases over and over until a new idea comes to mind. Prewriting or INTO strategy.

RAFT -May be used in any content area to reinforce information and check for understanding. Individuals or groups of students write about information that has been presented to them The teacher determines the role of the writer, audience, format, and topic (RAFT). For example, in a science class, students are asked to write using the following RAFT - Role of Writer Cloud; Audience Earth; Format Weather report; Topic Explanation of upcoming thunderstorms.

Ranking and Consensus Building - Students individually rank items in a list from least important to most important. Each group or pair comes to a consensus on the order.

Read Around Groups -After completing a writing assignment, students are divided into groups of equal size. A group leader collects the group's papers then, in a clockwise direction, passes them to the next group. Each member of the group receives one paper then reads it. Readers star a line they especially like. One minute is allowed for reading and marking each paper. At signal the students pass the paper to the person on the right. After reading the papers of one group, the group chooses one paper to read aloud to the class. If time allows, groups may continue to pass papers until everyone has read all the papers.

Reader Response Chart - Students draw a T-chart on their paper. On the left side they write 3 interesting quotes from the story and on the right side students respond to the quote with personal reactions, memories, questions, compare/contrast, or something to learn more about.

Reading Circles/ Book Clubs Once students choose a book from a selection of 4 to 5 titles, they form a group with those reading the same book. Students read and solve the teacher-designed activities that relate to their book. The group shares with the class what they have learned from their reading.

Reading Guide

1. Headings Read -Around- Students take turns reading the headings of the reading
2. Prediction Chart- With their group, students choose two headings and predict what will be discussed in those sections. Students write their answers on a prediction chart with the following labels: "Heading", "Prediction", "Yes or No". In their groups, students take turns reading the first page aloud, and finish reading the selection in silence. They write "yes" or "no" on the prediction chart to indicate whether or not their predictions were correct.
5. Thinking Questions- Students write one thinking question (Why..., How..., Compare..., What if...), and exchange papers to answer each other's questions.

Reading Log - Students complete while reading a selection. The left-hand side contains topic headings for sections of the reading. Students are to briefly summarize each topic. On the right-hand side students reflect on the implications of each topic.

Reciprocal Teaching - Two students work together to read a passage. Each may have a text or they may share a text. Student A reads one paragraph aloud, then asks Student B one or two good questions. (See QAR below.) B answers or explains why (s)he cannot. A and B discuss questions and answers. The process is repeated in reverse.

Reflections - Students reflect, in writing, on what was learned, what was confusing, and connections of this lesson to other lessons/other content areas/real world. Students may also reflect on their progress as a student, what to do differently next time, or what was liked about the topic.

Round Robin - Cooperative learning structure in which team members share ideas verbally on a topic. Group members share in order, without interruption, comment, discussion, or questions from other members so that everyone has an opportunity to share.

Round Table - The teacher asks a question that has many possible answers. In groups, the students make a list of possible answers by one at a time saying an answer out loud and writing it down on a piece of paper. The paper is then passed to the next student to record another answer. The process continues until the teacher tells the students to stop.

Same-Different - In pairs, students sit across from but different, pictures. Their job is to fill out what is the same and what is different in their pictures, without seeing what the other sees. Each student has a recording sheet. Students alternate recording the similarities and differences they find. One resource is Same-Different: Holidays by Dr. Spencer Kagan, Kagan Cooperative Learning 1 (800) WEE CO-OP. SDAIE STRATEGIES GLOSSARY

Send-A-Problem - Each student on a team makes up a review question and writes it on a 3x5 card. The writer asks the question of the other members of the team. When everyone agrees on an answer it is written on the back of the card. The teams then send their review questions to another team. Teams respond by having one student read the first question. Each team member writes down an answer. Team members then compare and discuss their answers. If they agree, they turn the card over to see if they concur with the sending team. If not, they write their answer on the back of the card as an alternative answer. A second student reads the next question, and so on. The stacks of cards are sent to a third, then a fourth group until all teams have had a chance to answer all questions. When the cards return to the senders, the teacher should provide an opportunity to discuss and clarify.

Startling Statements - Students are told not to look at the startling statement (question) that they have on their backs. They circulate asking five others to provide an estimate for an answer. After finding the average of the five estimates provided by others, students look at their statements (questions) and write their own estimate if they disagree with the average. Actual answers are given after the students share estimates with the whole group.

Tableau - The students form a tableau of characters or scenes or concepts. The teacher directs students regarding their positions and facial expressions. Students hold their positions in a brief tableau.

Tap-A-Word - Students practice pronouncing words or phrases by using a combination of claps, hitting the table, and snapping the fingers.
the teacher. In Round Table style, each member uses a word from the list, in the order given, in a

sentence to create a collaborative story.

Think-Pair-Share - When asked to consider an idea or answer a question, students write their ideas on paper (think). Each student turns to another student nearby and reads or tells his or her own responses (pair, share). This is an oral exchange, not a reading of each other's papers.

Three Step Interview - Group participants letter off A-B-C-D. They use the following interview steps in order to share what they have written in a quickwrite until they all have been read. Step 1: A interviews B C interviews D Step 2: B interviews A D interviews C Step 3:A interviews C and D about B B interviews C and D about A, C interviews A and B about D, D interviews A and B about C.

Verbalizing -Students share with a partner ideas they have on a topic. Pre-writing or INTO strategy.

Visualization - In response to a teacher prompt, students visualize in their mind a particular time or place and concentrate on sensory images. (Tell students to "turn on the TV in their minds.")

Vocabulary Cards Each student selects a difficult vocabulary word fro the story and creates a card in the following manner: The word and its definition in the front, and a drawing and the vocabulary word in a sentence in the back. These cards are shared with team members, then exchanged with other groups.

Lesson Plan Checklist for The Sheltered Instruction Observation Protocol (SIOP)

Preparation

- _____ Write content objectives clearly for students.
- _____ Write language objectives clearly for students.
- _____ Choose content concepts appropriate for age and educational background level of students.
- _____ Identify supplementary materials to use (graphs, models, visuals).
- _____ Adapt content (e.g., text, assignment) to all levels of student proficiency.
- _____ Plan meaningful activities that integrate lesson concepts (e.g., surveys, letter writing, simulations) with language practice opportunities for the four skills.

Building Background

- _____ Explicitly link concepts to students' backgrounds and experiences.
- _____ Explicitly link past learning! and new concepts .
- _____ Emphasize key vocabulary (e.g., introduce, write, repeat, and highlight) for students

Comprehensible Input

- _____ Use speech appropriate for students' proficiency level (e.g., slower rate, enunciation, simple sentence structure for beginners).
- _____ Explain academic tasks clearly.
- _____ Use a variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language).

Strategies

- _____ Provide ample opportunities for students to use strategies (e.g., problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring).
- _____ Use scaffolding techniques consistently (providing the right amount of support to move students from one level of understanding to a higher level) throughout lesson.
- _____ Use a variety of question types including those that promote higher-order thinking skills throughout the lesson (e.g., literal, analytical, and interpretive questions).

Interaction

- _____ Provide frequent opportunities for interactions and discussion between teacher/student and among students, and encourage elaborated responses.
- _____ Use group configurations that support language and content objectives of the lesson. Provide sufficient wait time for student response consistently.
- _____ Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text.

Practice/Application

- _____ Provide hands-on materials and/or manipulatives for students to practice using new content knowledge.
- _____ Provide activities for students to apply content and language knowledge in the classroom.
- _____ Provide activities that integrate all language skills (i.e., reading, writing, listening, speaking).

Lesson Delivery

- _____ Support content objectives clearly.
- _____ Support language objectives clearly.
- _____ Engage students approximately 90-100% of the time (most students taking part/on task). Pace the lesson appropriately to the students' ability level.

Review/Assessment

- _____ Give a comprehensive review of key vocabulary
- _____ Give a comprehensive review of key content concepts.
- _____ Provide feedback to students regularly on their output (e.g., language, content, work). Conduct assessments of student comprehension and leaning throughout lesson on all lesson objectives (e.g., spot checking, group response).

Reprinted from Echevarria, J., Vogt, M.E., & Short, D. (2000). *Making content comprehensible to English language Learners: The SIOP model*. Boston: Allyn & Bacon.

**Making Content Comprehensible for
English Language Learners—SIOP Model
SHELTERED INSTRUCTION—
for Academic Achievement**

**Key Components – Teaching language and
content effectively:**

1. Preparation:

- Clearly define content objectives
 - ✓ Write on the board
 - ✓ State orally
- Clearly define language objectives
 - ✓ Write on the board
 - ✓ State orally
- Choose content concepts for age appropriateness and “fit” with educational background of students
- Use supplementary materials to make lessons clear and meaningful
- Adapt content to all levels of student proficiency—use graphic organizers, study guides, taped texts, jigsaw reading...
- Provide meaningful and authentic activities that integrate lesson concepts with language practice opportunities—surveys, letter writing, making models, plays, games...

2. Building Background:

- Explicitly link concepts to students’ background experience
- Make clear links between students’ past learning and new concepts
- Emphasize key vocabulary

3. Comprehensible Input:

- Speak appropriately to accommodate students’ proficiency level
- Clearly explain academic tasks
- Use a variety of techniques to make content concepts clear—modeling, hands-on materials, visuals, demos, gestures, film clips...

4. Strategies:

- Provide ample opportunities for students to use strategies—GIST, SQP2R, Reciprocal Teaching, mnemonics, 12 minute research paper, 2 column notes, repeated readings, ...
- Consistently use scaffolding techniques throughout lesson --think-alouds, paraphrasing, partnering...
- Employ a variety of question types—use Question Cube, Thinking Cube, Bloom’s Taxonomy...

5. Interaction:

- Provide frequent opportunities for interaction and discussion—Supplies much needed “oral rehearsal”
- Group students to support language and content objectives—use at least 2 different structures during a lesson—pairs, triads, teams, varied by language proficiency or interest
- Consistently afford sufficient wait time—let other students write down answers while waiting for one student to respond
- Give ample opportunities for clarification for concepts in L₁—use bilingual paraprofessionals, native language materials, notes by students...

6. Practice/Application:

- Supply lots of hands-on materials
- Provide activities for students to apply content/language knowledge—discussing and doing make abstract concepts concrete; allow students to work in partners before working alone
- Integrate all language skills into each lesson—listening, speaking, reading, writing

7. Lesson Delivery:

- Clearly support content objectives—objectives apparent throughout lesson; no “bird-wa ks”
- Clearly support language objectives—students given ample opportunities to “show off” their language capabilities in speaking, reading, writing
- Engage students 90-100% of the lesson—less “teacher talk”, no “down-time”, students are actively working in whole groups, small groups, individually...
- Appropriately pace the lesson to students’ ability level

8. Review/Assessment:

- Provide comprehensive review of key vocabulary—teach, review, assess, teach...; use word study books, Content Word Wall, ...
- Supply comprehensive review of key content concepts—review content directly related to objectives throughout lesson; use graphic organizers as review
- Regularly give feedback to students on their output—clarify, discuss, correct responses
- Conduct assessment of student comprehension and learning—use a variety of quick reviews: thumbs up-down, numbered wheels, small dry erase boards; include student self-assessment...

Source taken from: “Making Content Comprehensible for English Language Learners”, Echevarria, Vogt, Short

Compiled by the Bilingual and Compensatory Education Resource Team, Dearborn Public Schools, Michigan 2002

Making Content Comprehensible— 1. Lesson Preparation

Adaptation of Content:

- ✓ Make texts accessible to all students without "watering down" texts

- ✓ Use before, during, and after reading or writing

Graphic Organizers:

Schematic visuals that assist students to grasp the "wholeness and parts" of a concept. Use to supplement written or spoken words--

--Before reading or writing: guides and supplements to build background for difficult or dense text and helps organize writing

--During reading: focuses students' attention and makes connections, helps with taking notes and understanding text structure

--After reading or writing: assists in recording personal understandings and responses; double-checks organization

Examples: "I Wonder", Venn Diagrams Timelines, Discussion webs, Thinking maps...

Tip: With English Language Learners, it is helpful to actually construct the graphic organizer in front of the students on chart paper or transparency for deep understanding

Outlines:

Teacher prepared outlines that help students take notes in an organized manner

Tip: T-charts are useful outlines to begin organizing

Tip: Some students need picture support, or to see the completed outline first

Highlighted text:

For newcomers: highlight (using blue highlighter) key concepts, important vocabulary, and summary statements in students' textbooks. Newcomers only read highlighted sections. This reduces stress yet maintains key concepts.

Marginal notes:

Like highlighted text, teacher notes in the margins of a newcomer's textbook assist in focusing attention on important ideas, key concepts, key words and their definitions, or draw attention to important supporting facts for "why" or "how". The Teacher's Edition marginal notes may help in choosing key facts, etc. Parent volunteers could assist in putting in marginal notes in multiple textbooks. If you didn't want to write in actual student textbooks, you could use **sticky notes that are removable**.

Taped Text:

Teacher, paraprofessional, or older student tapes textbook for newcomers. This allows for **multiple exposures** to text and should improve reading and understanding. Students can take home text and tape for homework.

Adapted Text:

Sometimes it is necessary to rewrite dense text in order for English Language Learners to comprehend a content. **Short, simpler sentences are easier for newcomers to understand**. The format should follow a topic sentence followed by several supporting detail sentences. All sentences need to be relevant to the content. Maintaining a **consistent format** affords easier reading and more connections to prior knowledge.

Jigsaw text reading:

One or two members of each cooperative team are chosen by the teacher to form an "expert" team. Each "expert team" is responsible for one section of assigned text. Text sections are read aloud in the "expert team", discussed and reviewed for essential information, key vocabulary, and better collective understanding. When clear understanding is reached, "expert team" members return to their original cooperative teams to teach their teammates—demonstrating **peer-modeling**. English Language Learners benefit from this system because they are learning from others while not burdened with reading the longer text.

Leveled study guides:

Teacher composes guides to accompany students' textbook --may include:

Summary of text—Questions— Statements of learning

Teacher can designate questions for different levels by marking with * (easiest), ** (moderately challenging, and *** (most challenging)

Supplementary Materials: Sources

☺ Hands-on manipulatives and realia—connects abstract concepts with concrete experiences and student's own life

☺ Pictures, Photos, Visuals: provide visual support to harder concepts. Helps relate to prior knowledge and oral presentations. Include models, charts, overheads, maps, timelines as you are presenting concepts

☺ Multimedia: film clips, songs and chants, posters, computer games, etc.—related to concept solidify key concepts into the deep memory

☺ Demonstrations: Model step-by-step completion of tasks, or model language to use with presentations. This scaffolds and enhances learning

☺ Related Material: Most Dearborn schools have a multitude of leveled books—both fiction and non-fiction that supplement science and social studies themes. Check your school's resource room for materials.

Source taken from: "Making Content Comprehensible for English Language Learners", Echevarria, Vogt, Short

Compiled by the Bilingual and Compensatory Education Resource Team, Dearborn Public Schools, 2002

Making Content Comprehensible— 2. Building Background

- ✓ There is a strong correlation between vocabulary knowledge and student achievement
- ✓ Select fewer key terms to focus on
- ✓ Explicitly teach “school language”—*ex. Identify, compare, summarize, define...*

1. Contextualizing Key Vocabulary:

Review the content and select key terms that are critical to understanding the lesson’s most important concepts. The teacher

- Introduces and defines terms simply and concretely
- Demonstrates how terms are used in context
- Explains use of synonyms, or cognates to convey meaning

2. Vocabulary Self-Selection:

After reading a content text, students self select vocabulary they think is essential to the understanding the content concepts.

- Words are selected by individuals, partners, or teams
- Shared, discussed, and agreed upon by whole class
- Empowers students in choosing the most appropriate key vocabulary

3. Personal Dictionaries:

Personal dictionaries are created as an individual vocabulary and spelling resource for students.

- Students read text in partners or teams and select unknown words
- Teacher works with teams to review each student’s personal dictionary and providing clarifications where needed
- Words can be arranged alphabetically, by concept, or structure

4. Content Word Wall:

This is a Content Word Wall specific to one content area, reserved for key vocabulary that relates to that content.

- Key words are displayed alphabetically
- Revisited frequently during lessons
- Students use words throughout unit of study
- Remove some words regularly in order to keep words displayed to a reasonable number

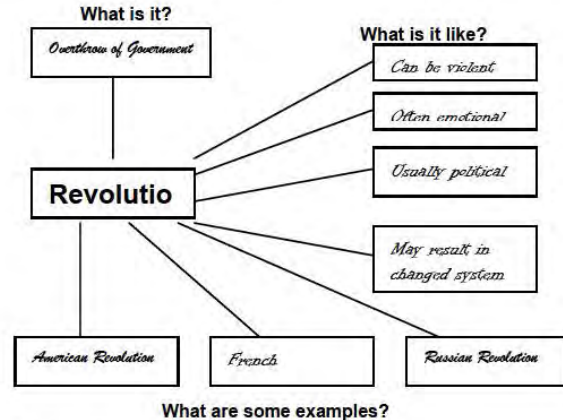
Ex: Social Studies Word Wall: Revolutionary War

A	Battle	Constitution	decide
		concede	Declaration
E	flag	G	H
			Independence
J	K	liberty	M
			notify...

5. Concept Definition Map

A simple graphic system used to discuss complex concepts and clarify the meaning of a concept.

Ex: Concept Definition Map—*Revolution*



6. Cloze Sentences:

Used to teach and review content vocabulary in context.

- Teacher chooses a sentence that has a strong contextual support for the vocabulary focus word.
- Possible replacement words are brainstormed
- Teacher assists students in choosing correct word

Ex: During a _____ a group of people tries to overthrow an existing government or social system. (*revolution*)

7. Word Sorts:

Students categorize words or phrases (previously introduced) and sorts them according to meaning, structure, word endings, or sounds. This reinforces word relationships, spelling, and word structure.

Ex: Word Sort by endings—*American Revolution*

-tion	-sion	-tation
revolution taxation frustration participation solution	tension passion mission vision	representation plantation

8. Word Generation:

This is a review of new content vocabulary through analogy. Students brainstorm words that contain a “chunk” of a word.

Ex: *Port* “to carry”—portable, export, transport, deport...

9. Visual Vocabulary:

English Language Learners benefit from a “picture” of a term added to a definition of the word. Use stick figures, a picture dictionary format, or a photograph.

10. Vocabulary through Songs:

Use the “Jim Walters Approach” —“Science Through Song CD” for teaching difficult concepts through a song format. Concepts and relationships are explained and remembered easier for some students through this multiple intelligence medium.

Source taken from: “Making Content Comprehensible for English Language Learners”, Echevarria, Vogt, Short

Compiled by the Bilingual and Compensatory Education Resource Team, Dearborn Public Schools, 2002

Making Content Comprehensible— 3. Comprehensible Input

Appropriate Speech:

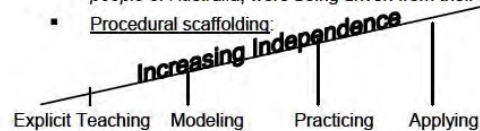
- ✓ Use speech that is **appropriate to students' proficiency level**—slow down and enunciate where applicable
- ✓ **Avoid jargon** and idiomatic speech as much as possible

Explanation of Academic Tasks:

- ✓ Present instructions in a **step-by-step manner** and/or with demonstrations. Write oral directions on board—ask students to re-explain
- ✓ Use **peer-modeling**—Focus attention on one group that is functioning well on activity. Let those students explain step-by-step instructions to whole class using an overhead transparency

Scaffolding: Use verbal and procedural scaffolding routinely:

- **Verbal scaffolding: Paraphrasing**—restating student's response to model correct English
Think-Alouds—saying out loud what you are doing as you try to use a strategy
Reinforcing contextual definitions—restating a term by giving a context or definition Ex. *Aborigines, the native people of Australia, were being driven from their homes.*
- **Procedural scaffolding:**



—**Small group instruction** with less experienced students practicing with experienced students

—**Partnering students** for practice

Questioning:

- ✓ Use a **variety of question types**: see "Thinking Cube" for examples.
- ✓ Use "Question Cube" to **promote students asking** a variety of questions: Who, What, When, Where, Why, How

Interaction:

- ✓ Effective classes are characterized by a variety of grouping structures
 - **At least 2 different grouping structures** should be used during a lesson—partners, triads, teams, etc.
 - **Vary group configurations from day-to-day** across the week to pique interest, and increase student involvement

Wait Time:

- ✓ Effective teachers wait 20 seconds or more for a student to respond—many English Language Learners need longer time to formulate answers.
- ✓ While waiting for a student to reply **other students can be writing down their response** then confirm with answer.

Clarifying Key Concepts in First Language:

- ✓ Allowing students to **confer with each other, teacher, or paraprofessional in their native language** about subject matter material provides needed support for true understanding of content while student is learning English

Application of Content and Language Knowledge:

- ✓ **Discussing and doing** make abstract concepts concrete, therefore projects, discussion teams, reports lend themselves to true comprehension
- ✓ Include **opportunities to practice English**—reporting out orally and in writing, working with teams or partners

Integration of Language Skills:

- ✓ Reading, writing, listening, and speaking are **mutually supportive and need to be developed in an integrated manner**. Practice in writing promotes development in reading.

Review of Key Vocabulary

- ✓ **Review of vocabulary** needs to include attention to **word structure** and sentence structure
- ✓ **Multiple exposures to new terminology** builds proficiency
 - Use paraphrasing as review—provides context
 - Use multiple modalities to remember words
 - Have students use Individual Word Study Books for personal reference—grouping words by structure (*-tion, -sion, -tation...*)

Assessment of Lesson Objectives:

- ✓ Use a **variety of methods to elicit group responses**
 - **Thumbs up/ thumbs down**—Used to obtain a quick summary of agree/disagree responses. "I don't know" response is indicated by a closed fist
 - **Number wheels or numbered fingers**: Used to indicate responses to multiple-choice questions. Teacher puts possible responses on board or transparency, waits, then says "Show me!"
 - **Response boards**: Use individual chalk boards or dry-erase boards for responses given in unison. Dollar stores or home improvement centers—bathroom tile board makes great dry-erase boards!

Source taken from: "Making Content Comprehensible for English Language Learners", Echevarria, Vogt, Short

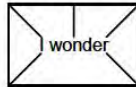
Compiled by the Bilingual and Compensatory Education Resource Team, Dearborn Public Schools, 2002

Making Content Comprehensible— 4. Strategies

- ✓ Discussing and doing make abstract concepts concrete
- ✓ Academic language learning is more effective with learning strategies

Content teaching —One Approach (40-55 minutes):

- Do an "I Wonder" Brainstorming—(5 minutes) about book, topic, theme—should be in the form of questions (Who, what, when, what if, why...) or "I wonder if..."



- Do a **Preview and Predict strategy**—15 minutes:
 1. 1 minute—Students individually preview text material, looking at illustrations, photos, bold print...
 2. 3 minutes—With a partner, students write 3 things they think they will learn about from this text. Write in complete sentences, note form, or pictures, depending on students' language proficiency.
 3. 4 minutes—Partners share their list with another pair of students and list is condensed and or expanded. Transfer final list to chart paper.

Matter is everything.
A tree is matter.
A girl is matter.
Matter can change.

4. 3 minutes—4 person teams report out findings and post list.
 5. 4 minutes—Teacher reads first section of text (one page or less) while students follow along.
- Do **GIST summarizing strategy**—7 minutes:
 1. 3 minutes—After reading a passage or section of text, teacher and students underline or pick out 10 words and concepts that are "most important" to understanding text.
 2. 1 minute—Write 10 words on the board.

matter	forms
changes	gas
solid	living things
liquid	space
states of matter	atoms

3. 3 minutes—Teacher and students write 1-2 summary statements using as many of the listed words as possible. Could be partner work. Post on board.
- 3 minutes—**Refer back to Preview Chart.** Read each statement, confirm if it is + or -, depending on reading selection. Erase or cross out statements that are not likely to relate to rest of reading selection, and add new predictions.

Matter can change.	+
A rock is matter.	+
Atoms are the largest part of a thing.	-

- 10 minutes—Students continue with reading, either in partners or small teams and do **GIST strategy** within their team. If the

selection is too long, teams can jigsaw reading selection and share out their summary statements with whole group.

- **Refer back to "I Wonder" chart**—4 minutes. Write down answers to questions that were found in reading. If questions were not answered brainstorm where answers could be found and form Research Teams to explore other sources.
- **Represent new learning in some way**—6 minutes—by one of these:
 - Use **Thinking Cube** to generate at least 6 higher order thinking questions about text.
 - Ex: Give a quote from the book that tells what matter is made of.
 - How many ways can matter change?
 - How can you measure matter?

—Make a **Word Splash** using the important words in this text.



—Construct a **graphic organizer** (T-list, Venn Diagram, etc.) depicting the highlights of reading selection.

—**Illustrate** new learning on a poster including appropriate captions and details.

—**Create a poem, chant, song, or play** demonstrating new learning.

—Do a **Graffiti Write** representing students' learning:

1. Each team has chart paper, each team member has a marker. A topic or question is posed. At the start signal each person writes a personal comment about the topic or question on the chart paper—at the same time. 2 minutes.
2. When time is called, teams rotate to next table, read comments and add their own—may be same topic/question or another question or focus. 2 minutes.
3. Rotate again, either to another table or back to own table. Post results.

- **Report Out** representations for class to enjoy or problem solve answers.

Source taken from: "Making Content Comprehensible for English Language Learners", Echevarria, Vogt, Short

Compiled by the Bilingual and Compensatory Education Resource Team, Dearborn Public Schools, 2002

Making Content Comprehensible— 5. Interaction

Opportunities for Interaction:

- ☺ Learning is more effective when students have an opportunity to participate fully—discussing ideas and information
- ☺ Effective teachers strive to provide a more balanced linguistic exchange between themselves and their students—ELL students need the practice in speaking!
- ☺ Interaction accesses the thought processes of another and solidifies one's own thinking
- ☺ Talking with others, either in pairs or small groups allows for **oral rehearsal** of learning

Encouraging more elaborate responses:

- going beyond "yes" and "no" answers—
- "Tell me more about that"
- "What do you mean by..."
- "What else..."
- "How do you know?"
- "Why is that important?"
- "What does that remind you of?"
- or teacher restates student's answer—
- "In other words.... Is that accurate?"
- or teacher allows **wait time** for student to formulate answer
- or teacher calls on another student to extend classmate's response

Fostering student-student interaction:

- Putting students in pairs, triads or small groups
- Types of activities that encourage "table talk":
- Literature circles, think-pair-share, jigsaw readings debates, science or math experiments

Grouping Configurations:

- ☺ All students, including English Language Learners, benefit from instruction that frequently includes a variety of grouping configurations
- ☺ It is recommended that **at least 2 different grouping structures be used during a lesson**

Variety:

- ⊕ **Whole class—**
- To develop classroom community
- To provide a shared experience for everyone
- ⊕ **Flexible small groups—**
- To promote multiple perspectives
- To encourage collaboration
- ⊕ **Partnering—**
- To provide practice opportunities
- To scaffold instruction
- To give assistance before independent practice

Homogenous or Heterogeneous grouping

- ⊕ By gender, language proficiency, language background, and/or ability
- ⊕ Variety maintains students' interest
- ⊕ Movement from whole class, to partners, to small group increases student involvement
- ⊕ Varying group structures increases the preferred mode of instruction for students

Cooperative Learning Activities:

Information gap activities—Each student in a group has only one or two pieces of information needed to solve the puzzle or problem. Students must work together, sharing information while practicing their language, and using critical thinking skills.

Jigsaw—Jigsaw reading task by chunking text into manageable parts (1-2 pages). Number students in each group

(1-4 or 5). All #1s read the first 2 pages, #2s read the second 2 pages, etc. These expert groups then discuss their reading and share ideas. The original groups reconvene, discuss the whole text and share their expertise. Students pool their information.

Numbered heads together—Similar to *Jigsaw* without forming expert groups. Each student works on one portion of assignment and then students share.

Four corners—Great activity to introduce a topic or chapter of study. Write one question or idea on each chart paper. Divide class into 4 groups, each group has a different color marker—students move to one corner chart paper and designated student begins writing their ideas on chart. Time activity 2-4 minutes. Students move clockwise to next corner, read responses and add their comments.

Roundtable—Use with open-ended questions, grammar practice. 4-5 students are grouped at tables, one sheet of paper, one pencil. Question or grammar point is given by teacher, students pass paper around table, each writing their own response. Teacher circulates room.

3 Step Interview—Students are paired. Each student listens to the other as they respond to a topic question. At the end of 3 minutes, each pair joins another pair of students and shares what their partners said. Good way to practice language.

Writing Headlines—Good way to practice summarizing an activity, story or project. Provide models of Headlines. Students work in pairs writing a headline for an activity. Pairs share out their headlines and class votes on most effective headline.

Send a Problem—One table team sends a question or problem to another table. Each table team solves or answers question and passes it back to original table. This is a good way to review for a test.

Wait Time:

- **Wait time varies by culture:** The average length of wait time in US classrooms is clearly not sufficient
- Effective teachers allow students to express their thoughts fully without interruption

TIP: Allow students to practice their answer with a partner before calling on them to speak out before the whole class.

TIP: Have more advanced students write down their responses while waiting, and then check their answers against the final answer.

Clarify Key Concepts in L₁:

- Best practice indicates that ELLs benefit from opportunities to clarify concepts in their native language L₁—
- Use bilingual paraprofessionals, teachers, peers as clarifiers for vocabulary, concepts, or procedures
- Use native language texts, dictionaries as tools to illuminate or illustrate topic

Source taken from: "Making Content Comprehensible for English Language Learners", Echevarria, Vogt, Short

Compiled by the Bilingual and Compensatory Education Resource Team, Dearborn Public Schools, 2002

Making Content Comprehensible— 6. Practice and Application

Hands-on Materials and/or Manipulatives for Practice:

- ☺ Students have a greater chance of mastering content concepts and skills when :
 - given multiple opportunities to practice
 - practice is in relevant, meaningful ways
 - practice includes "hands-on " experiences
- ☺ Planning for hands-on practice:
 - Divide content into meaningful short chunks
 - Time for practice should be short—10-15 minutes
 - New learning should have several short practices close together
 - Older learning should be practices distributed further apart—review material periodically
 - Give students immediate feedback on how well they have done
- ☺ ELL students need to **connect abstract concepts with concrete experiences**: Material can be organized, created (chart learning), counted, classified (concept mapping), stacked (index card review), rearranged, dismantled...

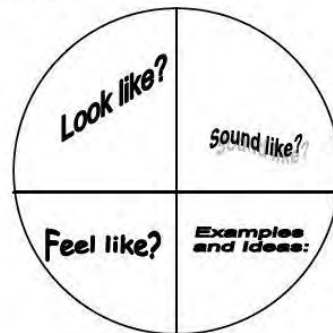
Application of Content and Language Knowledge:

- ☺ Abstract concepts and new information needs to be applied in a **personally relevant way--**
 - Writing in a diary format through a character
 - Making and Playing a game for content review (Jeopardy, Bingo, Wheel of Fortune...)
 - Creating a semantic map
 - Writing test questions to ask another student
 - Teaching concepts to another student
- ☺ **Discussing and "doing"** make abstract concepts concrete.
 - Clustering
 - Making and using graphic organizers
 - Solving problems in cooperative groups
 - Engaging in discussion circles
 - Partnering students in a project before independent work
- ☺ Opportunities for **social interaction** promote language development.
 - Small group discussions
 - Working with partners
 - Reporting out information orally and in writing
- ☺ **Modeling correct English** after a student has made a pronunciation or grammar error can **gently but effectively** instill appropriate usage.

Integration of Language Skills:

- ☺ Reading, writing, listening, and speaking are **interrelated and integrated naturally**—we read when we write, we listen when we are talking with someone, etc.
- ☺ Most young children become grammatically competent in their home language by age 5—for ELL students, the teacher needs to **develop language skills in a holistic manner**.
- ☺ **Practice** in any one area (listening, speaking, reading, writing) **promotes development** in the others.
- ☺ Connections between abstract and concrete concepts are best accomplished **when all language processes**—reading, writing, listening, and speaking—are **incorporated during practice and application**.

What does a Classroom that Incorporates Listening, Speaking, Reading and Writing...



Does your classroom incorporate a variety of Listening, Speaking, Reading, and Writing activities during Practice and Application?

Source taken from: "Making Content Comprehensible for English Language Learners", Echevarria, Vogt, Short

Compiled by the Bilingual and Compensatory Education Resource Team, Dearborn Public Schools, 2002

Making Content Comprehensible— 7. Lesson Delivery

Content Objectives:

- ☺ Content objectives must be **clearly supported** by lesson delivery:
 - Should be **stated orally**
 - Should be **written on board for all to see**—preferably in a designated space every time
 - Purpose:
 - ⊕ Reminds us of lesson focus
 - ⊕ Provides a structure to classroom procedures—before, during, after
 - ⊕ Allows students to know direction of the lesson
 - ⊕ Supplies way for students and teacher to evaluate lesson in light of content objectives
 - Limit content objectives to one or two per lesson
- ☺ “When teachers spend their time and energy teaching students the content the students need to learn, students learn the material...”

Language Objectives:

- ☺ Language objectives must be clearly supported by lesson delivery:
 - Should be **stated orally**
 - Should be **written on board for all to see**—preferably in a designated space every time
 - Can relate to **ESL Standards** from TESOL
 - Can be from State Language Arts **Benchmarks**
 - Can be **specific to book language** studied (certain verb form, word endings, vocabulary, punctuation, summarizing, active discussion...)
 - Needs to be **recognizable in lesson’s delivery**

Students Engaged:

- ☺ Students should be **engaged 90-100%** of the period for lesson delivery to be effective
- ☺ “When students spend their time **actively engaged in activities that relate strongly to the materials they will be tested on**, they learn **MORE** of the material.”

Leinhart, Bickel & Pallay

- ☺ The most effective teachers **minimize** boredom, off-task behaviors, making announcements, passing out papers, etc.
- ☺ Aspects of student engagement to consider:
 - **Allocated time**—decisions teachers make regarding amount of time spent on topic and each academic task (reading, word study, writing...)
 - There is a balance between teacher presentation and opportunities for students to apply information.
 - **Engaged time**—Time students are actively participating during allocated time:
The more actively students participate in the instructional process the more they achieve.
 - Students learn more than they are attending to the learning tasks that are the focus of instruction
 - **Academic learning time**—Students’ time-on-task, when the task is related to the materials on which they will be tested—not just-for-fun activities!
 - Class time needs to be **planned efficiently**—and therefore effective use of time and resources
- ☺ Factors that contribute to high levels of student engagement:
 1. Well planned lessons
 2. Clear explanation of academic tasks or instructions
 3. Appropriate amount of time spend on an academic task
 4. Strong classroom management skills
 5. Opportunities for students to apply learning in meaningful ways
 6. Active student involvement
 7. Lesson design meets the language and learning needs of students

Pacing:

- ☺ Pacing refers to the **rate** at which information is presented during a lesson.
 - Rate for ELL students must be **brisk enough** to maintain students’ interest **but not too quick** to lose their understanding.
 - **Practice** will reward a perfect pace.

Source taken from: “Making Content Comprehensible for English Language Learners”, Echevarria, Vogt, Short

Compiled by the Bilingual and Compensatory Education Resource Team, Dearborn Public Schools, 2002

Making Content Comprehensible— 8. Review and Assessment

Review of Key Vocabulary:

- ☺ Key vocabulary can be developed through analogy:
 - Relating newly learned words to other words with the same structure or pattern (ex: photosynthesis ↔ photography)
 - Drawing students' attention to tense, parts of speech, and sentence structure
 - Repeating and reinforcing language patterns for words to become automatic
- ☺ Ways to scaffold :
 - **Paraphrasing**—oral rehearsal of what student is going to say with group before saying it to the whole class or saying the definition of a word right after the word
 - **Systematic study**—remember "research says isolated word lists and dictionary definitions alone do not promote vocabulary and language development. **Words should be studied through multiple modalities**—see them, say them, write them many times in different ways, act them out, sing them, draw them, find them in context....
 - **Word Study Books**—This is a student-made personal notebook in which the student includes frequently used words and concepts. Book can be organized by language structure: -tion, -sion, -tation and/or alphabetical, and/or by topic of study (ex: Revolution words)
One way to enter words: Write the word, include a **personal definition**, use the word in a **sentence**, and add a **memorable symbol** or drawing that will trigger the word from memory.
 - **"School Talk" sessions**—Teach discussion circle protocol: taking turns, polite disagreement words, how to ask and answer questions. Do a practice session with a fun topic of students' interest like movie stars, cars...

Review of Key Content Concepts:

- ☺ Review key concepts during and at the end of a lesson:
 - **Informal summarizing review**—ex: "Up to this point....Discuss in your groups the 3 important things we have learned so far."
 - **Periodic review** (chunking) leads into next section to be studied
 - **Structured review**—summarizing with partners, listing key points on board.
 - **Link review** to content objectives—ensures focus on essential concepts
 - **Final review**—allows students to assess their own understandings and clarify misunderstandings

Providing Feedback:

- ☺ Periodic review:
 - Clarifies and corrects misconceptions
 - Develops students' proficiency in English
 - Allows for paraphrasing students' responses in correct English and complete sentences
- ☺ Feedback given orally and in writing, supported by facial expressions and body language—nod, smile, encouraging look...

Assessment of Lesson Objectives:

- ☺ **Assessment** is "*the gathering and synthesizing of information concerning students' learning*"
- ☺ **Evaluation** is "*making judgments about students' learning*". *Assessment comes first, then evaluation*
- ☺ **Informal Assessment:**
 - On-the-spot, ongoing opportunities to determine the extent of students' learning.
 - Includes teacher observations, anecdotal reports, informal conversations with students, quick-writes.
- ☺ **Authentic Assessment:**
 - Application to real life—real life contexts
 - Multidimensional—ex: students' writing, taped pieces, interviews, videotapes, observations, projects, discussion, performances, group responses...
 - Includes multiple indicators to show competency of a content objective. Use of a rubric defines level of learning and is shared with students and parents
 - Group responses:
 - ⊕ **Agree/Disagree, True/False, Yes/No**—index cards that students or groups of students could use to quickly give their answers to questions. Teacher can quickly see responses.
 - ⊕ **Thumbs up/thumbs down**—Like the index cards, students can quickly respond to questions. For "I don't know" students can make a fist. Teacher gets a feel for whole class understanding or agreement.
 - ⊕ **Numbered wheels**—Tag board strips (5" x 1"). Each strip is numbered 0-5 or 0-10. This allows students to answer multiple-choice questions quickly by holding up appropriate number. 0 is a "Don't know" response. These are great for review before a written test.
 - ⊕ **Response boards:** Small chalk or white boards, or even plastic plates can be used for group responses. Use dry-erase markers, chalk, or crayons that can be erased for next question.

Source taken from: "Making Content Comprehensible for English Language Learners", Echevarria, Vogt, Short

Compiled by the Bilingual and Compensatory Education Resource Team, Dearborn Public Schools, 2002

Self-Assessment Reading Checklist

Name of Student _____		Date _____		
Part I Check the box that best tells how often you do the things below:				
When I read I...	Usually	Sometimes	Not very often	Comment
Understand what the author is trying to say.				
Understand most of the details.				
Understand the vocabulary.				
Read without stopping a lot.				
Guess the meaning of a word by looking at the words around it.				
Follow the way the author is moving through the text.				
Connect what I read to what I already known.				
Connect what I read to my own life.				
After I read....				
I am able to tell someone else about what I read.				
I feel comfortable discussing the reading with others.				
I feel comfortable writing about what I have read.				
<u>My strengths appear to be:</u>				
<u>Areas where I can improve:</u>				

appendix a: The Sheltered Instruction Observation Protocol (SIOP®)

Observer(s): _____ Teacher: _____
Date: _____ School: _____
Grade: _____ Class topic: _____
ESL Level: _____ Lesson: Multi-day Single-day (circle one)

Total Points Possible: 120 (Subtract 4 points for each NA given: _____)
Total Points Earned: _____ Percentage Score: _____

Directions: Circle the number that best reflects what you observe in a sheltered lesson. You may give a score from 0-4 (or NA on selected items). Cite under "Comments" specific examples of the behaviors observed.

4	3	2	1	0
1. Content objectives clearly defined, displayed and reviewed with students		Content objectives for students implied		No clearly defined content objectives for students

Comments:

4	3	2	1	0
2. Language objectives clearly defined, displayed and reviewed with students		Language objectives for students implied		No clearly defined language objectives for students

Comments:

4	3	2	1	0
3. Content concepts appropriate for age and educational background level of students		Content concepts somewhat appropriate for age and educational background level of students		Content concepts inappropriate for age and educational background level of students

Comments:

4	3	2	1	0
4. Supplementary materials used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals)		Some use of supplementary materials		No use of supplementary materials

Comments:

(Echevarria, Vogt.& Short, 2000; 2004; 2008)

Sheltered Instruction Observation Protocol (SIOP®)

4	3	2	1	0	NA
5. Adaptation of content (e.g., text, assignment) to all levels of student proficiency		Some adaptation of content to all levels of student proficiency		No significant adaptation of content to all levels of student proficiency	

Comments:

4	3	2	1	0	NA
6. Meaningful activities that integrate lesson concepts (e.g., interviews, letter writing, simulations, models) with language practice opportunities for reading, writing, listening, and/or speaking		Meaningful activities that integrate lesson concepts but provide few language practice opportunities for reading, writing, listening, and/or speaking		No meaningful activities that integrate lesson concepts with language practice	

Comments:

BUILDING BACKGROUND

4	3	2	1	0	NA
7. Concepts explicitly linked to students' background experiences		Concepts loosely linked to students' background experiences		Concepts not explicitly linked to students' background experiences	

Comments:

4	3	2	1	0	NA
8. Links explicitly made between past learning and new concepts		Few links made between past learning and new concepts		No links made between past learning and new concepts	

Comments:

4	3	2	1	0	NA
9. Key vocabulary emphasized (e.g., introduced, written, repeated, and highlighted for students to see)		Key vocabulary introduced, but not emphasized		Key vocabulary not introduced or emphasized	

Comments:

Sheltered Instruction Observation Protocol (SIOP®) (SIOP)

4	3	2	1	0
15. A variety of questions or tasks that promote higher-order thinking skills (e.g., literal, analytical, and interpretive questions)		Infrequent questions or tasks that promote higher-order thinking skills		No questions or tasks that promote higher-order thinking skills

Comments:

INTERACTION

4	3	2	1	0
16. Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts		Interaction mostly teacher-dominated with some opportunities for students to talk about or question lesson concepts		Interaction teacher-dominated with no opportunities for students to discuss lesson concepts

Comments:

4	3	2	1	0
17. Grouping configurations support language and content objectives of the lesson		Grouping configurations unevenly support the language and content objectives		Grouping configurations do not support the language and content objectives

Comments:

4	3	2	1	0
18. Sufficient wait time for student responses consistently provided		Sufficient wait time for student responses occasionally provided		Sufficient wait time for student responses not provided

Comments:

4	3	2	1	0	NA
19. Ample opportunities for students to clarify key concepts in L1 as needed with aide, peer, or L1 text		Some opportunities for students to clarify key concepts in L1		No opportunities for students to clarify key concepts in L1	

Comments:

Sheltered Instruction Observation Protocol (SIOP®) [SIOP•J

4	3	2	1	0
25. Students engaged approximately 90% to 100% of the period		Students engaged approximately 70% of the period		Students engaged less than 50% of the period

Comments:

4	3	2	1	0
26. Pacing of the lesson appropriate to students' ability levels		Pacing generally appropriate, but at times too fast or too slow		Pacing inappropriate to students' ability levels

Comments:

REVIEW/ASSESSMENT

4	3	2	1	0
27. Comprehensive review of key vocabulary		Uneven review of key vocabulary		No review of key vocabulary

Comments:

4	3	2	1	0
28. Comprehensive review of key content concepts		Uneven review of key content concepts		No review of key content concepts

Comments:

4	3	2	1	0
29. Regular feedback provided to students on their output (e.g., language, content, work)		Inconsistent feedback provided to students on their output		No feedback provided to students on their output

Comments:

4	3	2	1	0
30. Assessment of student comprehension and learning of all lesson objectives (e.g., spot checking, group response) throughout the lesson		Assessment of student comprehension and learning of some lesson objectives		No assessment of student comprehension and learning of lesson objectives

Comments:

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	Highly Evident	3	Somewhat Evident	2	1	Not Evident	0
14. Scaffolding techniques consistently used assisting and supporting student understanding (e.g., think-alouds)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15. A variety of questions or tasks that promote higher-order thinking skills (e.g., literal, analytical, and interpretive questions) <i>Comments:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Interaction	4	3	2	1	0		
16. Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17. Grouping configurations support language and content objectives of the lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18. Sufficient wait time for student responses consistently provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA
19. Ample opportunities for students to clarify key concepts in L1 as needed with aide, peer, or L1 text <i>Comments:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice/Application	4	3	2	1	0		NA
20. Hands-on materials and/or manipulatives provided for students to practice using new content knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Activities provided for students to apply content and language knowledge in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Activities integrate all language skills (i.e., reading, writing, listening, and speaking) <i>Comments:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Lesson Delivery	4	3	2	1	0		
23. Content objectives clearly supported by lesson delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
24. Language objectives clearly supported by lesson delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
25. Students engaged approximately 90% to 100% of the period	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
26. Pacing of the lesson appropriate to students' ability level <i>Comments:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Review/Assessment	4	3	2	1	0		
27. Comprehensive review of key vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
28. Comprehensive review of key content concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
29. Regular feedback provided to students on their output (e.g., language, content, work)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
30. Assessment of student comprehension and learning of all lesson objectives (e.g., spot checking, group response) throughout the lesson <i>Comments:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Lesson Plan Checklist for The Sheltered Instruction Observation Protocol (SIOP)

Preparation

- Write content objectives clearly for students.
- Write language objectives clearly for students.
- Choose content concepts appropriate for age and educational background level of students.
- Identify supplementary materials to use (graphs, models, visuals).
- Adapt content (e.g., text, assignment) to all levels of student proficiency.
- Plan meaningful activities that integrate lesson concepts (e.g., surveys, letter writing, simulations) with language practice opportunities for the four skills.

Building Background

- Explicitly link concepts to students' backgrounds and experiences.
- Explicitly link past learning! and new concepts .
- Emphasize key vocabulary (e.g., introduce, write, repeat, and highlight) for students

Comprehensible Input

- Use speech appropriate for students' proficiency level (e.g., slower rate, enunciation, simple sentence structure for beginners).
- Explain academic tasks clearly.
- Use a variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language).

Strategies

- Provide ample opportunities for students to use strategies (e.g., problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring).
- Use scaffolding techniques consistently (providing the right amount of support to move students from one level of understanding to a higher level) throughout lesson.
- Use a variety of question types including those that promote higher-order thinking skills throughout the lesson (e.g., literal, analytical, and interpretive questions).

Interaction

- Provide frequent opportunities for interactions and discussion between teacher/student and among students, and encourage elaborated responses.
- Use group configurations that support language and content objectives of the lesson. Provide sufficient wait time for student response consistently.
- Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text.

Practice/Application

- Provide hands-on materials and/or manipulatives for students to practice using new content knowledge.
- Provide activities for students to apply content and language knowledge in the classroom.
- Provide activities that integrate all language skills (i.e., reading, writing, listening, speaking).

Delivery

- Support content objectives clearly.
- Support language objectives clearly.
- Engage students approximately 90-100% of the time (most students taking part/on task). Pace the lesson appropriately to the students' ability level.

Assessment

- Give a comprehensive review of key vocabulary
- Give a comprehensive review of key content concepts.
- Provide feedback to students regularly on their output (e.g., language, content, work). Conduct assessments of student comprehension and learning throughout lesson on all lesson objectives (e.g., spot checking, group response).

SIOP Sheltered Instruction Observation Protocol (SIOP®)

4	3	2	1	0
10. Speech appropriate for students' proficiency levels (e.g., slower rate, enunciation, and simple sentence structure for beginners)		Speech sometimes inappropriate for students' proficiency levels		Speech inappropriate for students' proficiency levels

Comments:

4	3	2	1	0
II. Clear explanation of academic tasks		Unclear explanation of academic tasks		No explanation of academic tasks

Comments:

4	3	2	1	0
12. A variety of techniques used to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language)		Some techniques used to make content concepts clear		No techniques used to make concepts clear

Comments:

STRATEGIES

4	3	2	1	0
13. Ample opportunities provided for students to use learning strategies		Inadequate opportunities provided for students to use learning strategies		No opportunity provided for students to use learning strategies

Comment:

4	3	2	1	0
14. Scaffolding techniques consistently used, assisting and supporting student understanding (e.g., think-alouds)		Scaffolding techniques occasionally used		Scaffolding techniques not used

Comments:

SIOP Sheltered Instruction Observation Protocol (SIOP®)

PRACTICE/APPLICATION

4	3	2	1	0	NA
20. Hands-on materials and/or manipulatives provided for students to practice using new content knowledge		Few hands-on materials and/or manipulatives provided for students to practice using new content knowledge		No hands-on materials and/or manipulatives provided for students to practice using new content knowledge	

Comments:

4	3	2	1	0	NA
21. Activities provided for students to apply content and language knowledge in the classroom		Activities provided for students to apply either content or language knowledge in the classroom		No activities provided for students to apply content and language knowledge in the classroom	

Comments:

4	3	2	1	0
22. Activities integrate all language skills (i.e., reading, writing, listening, and speaking)		Activities integrate some language skills		Activities do not integrate language skills

Comments:

LESSON DELIVERY

4	3	2	1	0
23. Content objectives clearly supported by lesson delivery		Content objectives somewhat supported by lesson delivery		Content objectives not supported by lesson delivery

Comments:

4	3	2	1	0
24. Language objectives clearly supported by lesson delivery		Language objectives somewhat supported by lesson delivery		Language objectives not supported by lesson delivery

Comments:

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**The Sheltered Instruction
Observation Protocol (SIOP®)**
(Echevarria, Vogt, & Short, 2000; 2004; 2008)

Observer(s): _____ Teacher: _____
Date: _____ School: _____
Grade: _____ Class/Topic: _____
ESL Level: _____ Lesson: Multi-day Single-day (circle one)

Total Points Possible: 120 (Subtract 4 points for each NA given) _____
Total Points Earned: _____ Percentage Score: _____

Directions: Circle the number that best reflects what you observe in a sheltered lesson. You may give a score from 0–4 (or NA on selected items). Cite under "Comments" specific examples of the behaviors observed.

	Highly Evident		Somewhat Evident		Not Evident	
	4	3	2	1	0	
Preparation						
1. Content objectives clearly defined, displayed, and reviewed with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Language objectives clearly defined, displayed, and reviewed with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Content concepts appropriate for age and educational background level of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Supplementary materials used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Adaptation of content (e.g., text, assignment) to all levels of student proficiency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Meaningful activities that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Comments:</i>						
Building Background	4	3	2	1	0	NA
7. Concepts explicitly linked to students' background experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Links explicitly made between past learning and new concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Key vocabulary emphasized (e.g., introduced, written, repeated, and highlighted for students to see)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Comments:</i>						
Comprehensible Input	4	3	2	1	0	
10. Speech appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. Clear explanation of academic tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. A variety of techniques used to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Comments:</i>						
Strategies	4	3	2	1	0	
13. Ample opportunities provided for students to use learning strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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	Highly Evident	3	Somewhat Evident	2	1	Not Evident	0
14. Scaffolding techniques consistently used assisting and supporting student understanding (e.g., think-alouds)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15. A variety of questions or tasks that promote higher-order thinking skills (e.g., literal, analytical, and interpretive questions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Comments:</i>							
Interaction	4	3	2	1	0		
16. Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17. Grouping configurations support language and content objectives of the lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18. Sufficient wait time for student responses consistently provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA
19. Ample opportunities for students to clarify key concepts in L1 as needed with aide, peer, or L1 text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>							
Practice/Application	4	3	2	1	0		NA
20. Hands-on materials and/or manipulatives provided for students to practice using new content knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Activities provided for students to apply content and language knowledge in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA
22. Activities integrate all language skills (i.e., reading, writing, listening, and speaking)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Comments:</i>							
Lesson Delivery	4	3	2	1	0		
23. Content objectives clearly supported by lesson delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
24. Language objectives clearly supported by lesson delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
25. Students engaged approximately 90% to 100% of the period	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
26. Pacing of the lesson appropriate to students' ability level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Comments:</i>							
Review/Assessment	4	3	2	1	0		
27. Comprehensive review of key vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
28. Comprehensive review of key content concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
29. Regular feedback provided to students on their output (e.g., language, content, work)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
30. Assessment of student comprehension and learning of all lesson objectives (e.g., spot checking, group response) throughout the lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Comments:</i>							

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● appendix b: Lesson Plans

SIOP® Lesson Plan Template 1

Date: _____ Grade/Class/Subject: _____

Unit/Theme: _____ Standards: _____

Content Objective(s): _____

Language Objective(s): _____

Key Vocabulary	Supplementary Materials
----------------	-------------------------

SIOP® Features		
Preparation ___ Adaptation of Content ___ Links to Background ___ Links to Past Learning ___ Strategies incorporated	Scaffolding ___ Modeling ___ Guided practice ___ Independent practice ___ Comprehensible input	Grouping Options ___ Whole class ___ Small groups ___ Partners ___ Independent
Integration of Processes Reading _ Writing _ Speaking ___ Listening	Application Hands-on _ Meaningful _ Linked to objectives _ Promotes engagement	Assessment Individual _ Group _ Written _ Oral

Lesson Sequence
Reflections:

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SCALE Leadership Academy Charter School

IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504 SECTION 504 POLICY

Charter School Policy # _____
Date Approved: _____

The Board of Directors of SCALE Leadership Academy recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that “no qualified person with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” This policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education (“FAPE”).

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities in Education Act Improvement Act of 2004 (“IDEA”).

The Principal shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy’s administrative regulation.

A Section 504 Team will be convened to determine the student’s need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student’s individual needs and school history, the meaning of evaluation data, and placement options. The student’s parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law. If SCALE Leadership Academy does not assess a student after a parent has requested an assessment, SCALE Leadership Academy shall provide notice of the parent’s/guardian’s procedural safeguards.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the

provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. SCALE Leadership Academy shall periodically review the student's progress and placement.

SCALE Leadership Academy will implement this policy through its corresponding Administrative Regulations.

SCALE Leadership Academy Charter School

IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504 SECTION 504 ADMINISTRATIVE REGULATIONS

Charter School Policy # _____
Date Approved: _____

A. Definitions

1. **Academic Setting** – the regular, educational environment operated by SCALE Leadership Academy Charter School (the “Charter School”)
2. **Individual with a Disability under Section 504** – An individual who:
 - a. has a physical or mental impairment that substantially limits one or more major life activities;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
3. **Evaluation** – procedures used to determine whether a student has a disability as defined within, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.
4. **504 Plan** – is a plan developed to identify and document the student’s needs for regular or special education and related aids and services for participation in educational programs, activities, and school –sponsored events.
5. **Free Appropriate Public Education (“FAPE”)** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.
6. **Major Life Activities** - Functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.
7. **Physical or Mental Impairment** –
 - a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary;

hemic and lymphatic; skin; and endocrine; or

- b. Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.
- 8. **504 Coordinator** – Scale Leadership Academy shall select a staff member (or designate an individual as recommended by the District) that shall serve as the Charter School’s Section 504 coordinator. The parents or guardians may request a Section 504 due process hearing from, or direct any questions or concerns to the 504 Coordinator at a phone number to be determined on a later date.
- 9. **Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.
- 10. **Is regarded as having an impairment** - means
 - (A) has a physical or mental impairment that does not substantially limit major life activities but that is treated by a recipient as constituting such a limitation;
 - (B) has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others toward such impairment; or
 - (C) has none of the impairments defined in paragraph (j)(2)(i) of this section but is treated by a recipient as having such an impairment.

B. Referral, Assessment and Evaluation Procedures

- 1. The Charter School will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.
- 2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student’s file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another Charter School employee will be forwarded to the Section 504 Coordinator.
- 3. The Charter School has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who are or may be disabled are referred to the Section 504 Coordinator so that the assessment process is initiated.

4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.
5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.
6. The 504 Team will consider the following information in its evaluation of the student:
 - a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
 - b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and
 - c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)
7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.
8. The parents/guardians shall be given an opportunity in advance of 504 Team

meetings to examine assessment results and all other relevant records.

9. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

C. 504 Plan

1. When a student is identified as disabled within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a free, appropriate public education (“FAPE”).
2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.
3. For each identified disabled student, the 504 Team will develop a 504 Plan describing the student’s disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the disabled student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.
4. The student’s teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student’s cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.
5. The disabled student shall be placed in the regular education environment unless it is demonstrated that the student’s needs cannot be met in the regular education environment with supplementary aids and services. The disabled student shall be educated with students who are not disabled to the maximum extent appropriate to his/her individual needs.
6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed 50 school days in completing this process.
7. The parents/guardians shall be notified in writing of the final decision concerning the student’s identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.

8. If the 504 Team determines that the student is disabled but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a disabled person under Section 504 and shall state the basis for the decision that no special services are presently needed.
9. The 504 Plan shall include a schedule for annual review of the student's needs, and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.

D. Review of the Student's Progress

1. The 504 Team shall monitor the progress of the disabled student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.
2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:
 - Examine relevant records
 - Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
 - Have the right to file a Uniform Complaint pursuant to school policy
 - Seek review in federal court if the parents/guardians disagree with the hearing decision.
2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to 504 Coordinator c/o SCALE Leadership Academy, 3579 E. Foothill Blvd. #461, Pasadena, California 91107. Notifications shall advise that reimbursement for attorney's fees is available only as authorized by law.
3. The Principal shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with any district within the San Bernardino County SELPA or the County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal

involvement that would affect their impartiality or objectivity in the matter.

4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, he/she may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing his/her request for a hearing. A request for hearing should include:
 - The specific decision or action with which the parent/guardian disagrees.
 - The changes to the 504 Plan the parent/guardian seeks.
 - Any other information the parent/guardian believes is pertinent.
5. Within 5 calendar days of receiving the parent/guardian's request for a hearing, the Charter School may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the Charter School. Alternative dispute resolution options include:
 - Mediation by a neutral third party.
 - Review of the 504 Plan by the Principal or designee.
6. Within 10 calendar days of receiving the parent/guardian's request, the Principal or designee shall select an impartial hearing officer. This 10 days may be extended for good cause or by mutual agreement of the parent/guardian and Principal.
7. Within 35 calendar days of the selection of the hearing officer, the due process hearing shall be conducted. This 35 days may be extended for good cause or by mutual agreement of the parent/guardian and Principal.
8. The parent/guardian and the Charter School shall be afforded the rights to:
 - Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as disabled under Section 504.
 - Present written and oral evidence.
 - Question and cross-examine witnesses.
 - Receive written findings by the hearing officer.
9. The hearing officer shall issue a written decision within 10 calendar days of the hearing.

10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.

SCALE Leadership Academy Charter School

PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND PLACEMENT

(Section 504 of the Rehabilitation Act of 1973)

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of his/her disabling condition.
2. Have the SCALE Leadership Academy Charter School advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the SCALE Leadership Academy Charter School make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
6. Have your child receive special education and related services if he/she is found to be eligible under the Individuals with Disabilities Education Act (IDEA) [20 U.S.C. Chapter 33, P.L. 101-4761.
7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options.
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by the SCALE Leadership Academy Charter School.
9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.

10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
11. Obtain a response from the Charter School to reasonable requests for explanations and interpretations of your child's records.
12. Request amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If the Charter School refuses this request for amendment, the Charter School shall notify you within a reasonable time and advise you of your right to an impartial hearing.
13. Request mediation or file a grievance in accordance with the Charter School's Section 504 mediation grievance and hearing procedures.
14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.
15. File a formal complaint pursuant to the Charter School's Uniform Complaint Policy and Procedures.
16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, Region IX
50 Beale Street, Suite 7200
San Francisco, CA 94105
(415) 486-5555

Please contact 504 Coordinator, c/o SCALE Leadership Academy, 3579 E. Foothill Blvd. #461 with any questions regarding the information contained herein.

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MEMORANDUM OF UNDERSTANDING
BETWEEN
THE RIALTO UNIFIED SCHOOL DISTRICT
AND
SCALE LEADERSHIP ACADEMY CHARTER SCHOOL

This Agreement (or “Memorandum of Understanding” or “MOU”) is executed by and between the Board of Education of the Rialto Unified School District (the “District”) on one hand and SCALE Leadership Academy Charter School (the “Charter School”) on the other.

RECITALS:

- A. The Rialto Unified School District is a school district existing under the laws of the State of California.
- B. The SCALE Leadership Academy Charter School has developed and submitted a petition to establish a charter school.
- C. The parties to this agreement recognize that the laws of the State of California authorize the formation of charter schools for the purpose, among others, of developing new, innovative and more flexible ways of educating children within the public school system.
- D. By approving the charter petition, the District becomes the sponsoring district of the Charter School. This Agreement is intended to outline the parties’ agreements governing their respective fiscal and administrative responsibilities and their legal relationship and other matters of mutual interest not otherwise addressed or resolved in the terms of the School’s charter.
- E. The Charter School shall commence operation in the 2012-2013 school year.
- F. Written modification of this Agreement may be made by mutual agreement as set forth below.

NOW, THEREFORE, in consideration of the promises and the mutual covenants and agreements herein set forth, the Charter School and the District do hereby agree as follows:

AGREEMENTS:

I. TERM AND RENEWAL

- A. This agreement shall commence on the date upon which it is fully executed by both parties and shall run concurrently with the charter.

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- B. Any modification of this Agreement must be in writing and executed by duly authorized representatives of both parties specifically indicating the intent of the parties to modify this MOU.
- C. The duly authorized representative of the Charter School is the Charter School Director, or the Board of Directors of the Charter School. For purposes of amendment of this MOU, the Board of Directors is required to take action.
- D. The duly authorized representatives of the District are the District Board of Education and Superintendent, or designee. For purposes of amendment of this MOU, the Board is required to take action.
- E. This MOU will continue in effect until mutually modified in writing except that the MOU shall terminate upon the expiration, rescission, or revocation of the Charter. Amendments to the MOU may be made upon written agreement of both Parties.
- F. To the extent that this Agreement is inconsistent with any of the terms of the Charter, the Charter shall supersede the terms of this Agreement, and both Parties shall meet to amend the Agreement to achieve consistency.

II. DESIGNATION OF SCHOOL

- A. The Charter School shall be known as the SCALE Leadership Academy Charter School. The Charter School shall be operated as a non-profit public benefit corporation pursuant to California law and shall be responsible for all functions of the Charter School in accordance with the terms and conditions set forth in this Agreement and its charter.
- B. Grade Levels: It is recognized that the Charter School will serve students in grades 6-8.

III. FUNDING

- A. As established by Education Code Section 47630 *et seq.*, the Charter School shall receive funding under the charter school funding model as follows:
 - 1. A general purpose entitlement pursuant to Education Code Section 47633, which includes in-lieu property taxes and state aid.
 - 2. A categorical block grant amount pursuant to Education Code Section 47634.
 - 3. The Charter School is also entitled to lottery funds, pursuant to Education Code Section 47638.

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4. The Charter School is also entitled to class size reduction funds (if applicable), a variety of state and federal application based programs, as well as various grant opportunities. Except as otherwise noted in this Agreement, it shall be the responsibility of the Charter School to apply for this funding which is beyond the basic statutory entitlement.
 5. Any additional funds negotiated by the Charter School in accordance with Education Code Section 47636.
- B. In addition to the block grant funding specified above, the parties recognize the authority of the Charter School to pursue additional sources of funding.
1. The District has no obligation to apply for additional sources of funding for the Charter School. However, if the District applies for additional sources of funding in the form of grants and/or categorical funding at the request of and for the benefit of the Charter School, the District shall receive 1% of such funds or as required by the specific funding source.
 2. The Charter School shall cooperate fully with the District in application made by the District on behalf of the students of the Charter School.
 3. The Charter School agrees to comply with all regulations related to expenditures and receipt of such funds.
- C. The Charter School has elected to receive funding from the State directly, pursuant to Education Code Section 47651.
- D. The District shall transfer funding in lieu of property taxes to the Charter School in monthly installments by no later than the fifteenth of each month in accordance with Education Code Section 47635.

IV. LEGAL RELATIONSHIP

- A. The Parties recognize that the Charter School is a separate legal entity. The Charter School shall be operated as a non-profit public benefit corporation under Education Code Section 47604. As such, in accordance with Education Code Section 47604(c), if the District complies with all oversight responsibilities required by law, the District shall not be liable for the debts or obligations of the Charter School or for claims arising from the performance of acts, errors, or omissions by the Charter School.

V. FISCAL REPORTING

- A. The Charter School shall annually prepare and submit the following reports to the District and the County Superintendent of Schools:
- On or before July 1, a preliminary budget.

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- On or before December 15, an interim financial report reflecting changes through October 31.
 - On or before March 15, a second interim financial report reflecting changes through January 31.
 - On or before September 15, a final unaudited report for the full prior year.
- B. **AVERAGE DAILY ATTENDANCE:** The Charter School will be responsible for its daily and monthly attendance accounting. The Charter School will submit the attendance reports in accordance with State requirements to the District's attendance officer in a timely manner and in a format, which is consistent with District process and software.

VI. DISTRICT OVERSIGHT/SERVICES

- A. In accordance with Education Code Section 47613, the District may charge for the actual costs of supervisorial oversight not to exceed 1 percent of the revenue of the charter school to be increased to 3 percent of the revenue of the charter school if the charter school is able to obtain substantially rent free facilities from the chartering agency. "Revenue" is defined in accordance with Education Code Section 47613(f) as the general purpose entitlement and categorical block grant, as defined in Education Code Section 47632(a) and (b).
- B. Charter School and the District agree that "supervisorial oversight," as used in Education Code Section 47613 and Education Code Section 47604.32, shall include the following:
- All activities related to the Charter revocation and renewal and processes as described in Section 47607.
 - Activities relating to monitoring the performance and compliance of the Charter School with respect to the terms of its Charter, related agreements, and all applicable laws.
 - Participating in the dispute resolution process described in the Charter.
 - Review and timely response to the Charter School's Annual Independent Fiscal and Performance Audit.
 - Identify at least one Staff member as a contact person for the Charter School.
 - Visit the Charter School at least annually.
 - Monitor the fiscal condition of the Charter School.

Draft

- Provide timely notification to the California Department of Education if any of the following circumstances occur:
 - A renewal of the charter is granted or denied.
 - The charter is revoked.
 - The Charter School will cease operation for any reason.

- C. In addition to the supervisory oversight responsibilities described above, the District shall also provide the Charter School with the following services:

Description of Service	Fee	Description of How Fee Shall Be Calculated
STRS/PERS Reporting		Actual Costs

- D. The Charter School shall retain the authority to contract with third parties for any services required to operate the charter in the accordance with the law, this MOU, and the approved charter.
- E. Additional services may be contracted by the Charter School from the District if available pursuant to a separate written agreement between the Parties.

VII. SPECIAL EDUCATION SERVICES/504

The following provisions govern the application of special education to Charter School students:

- A. It is understood that all children will have access to the Charter School and no student shall be denied admission due to disability.
- B. A charter school that includes in its charter petition verifiable written assurances that the charter school will participate as a local educational agency in a special education plan approved by the State Board of Education shall be deemed a local educational agency for the purposes of compliance with federal law, Individuals with Disabilities Education Act ("IDEA") (20 U.S.C. Sec. 1400, et seq.) and for eligibility for federal and state special education funds. A charter school that does not provide such verifiable written assurances shall be deemed a public school of the local educational agency that granted the charter (Education Code Section 47641).

Draft

- C. The Charter School has not provided verifiable written assurances that the Charter School will participate as a local educational agency in a special education plan approved by the State Board of Education. Therefore, the Charter School shall be deemed a public school of the District.
- D. In accordance with Education Code Section 47646, a Charter School that is deemed to be a public school of the local educational agency that granted the charter shall participate in state and federal funding in the same manner as any other public school of the granting agency. Further, a child with disabilities attending the charter school shall receive special educational instruction or designated instruction and services, or both, in the same manner as a child with disabilities who attends another public school of that district. The agency that granted the charter shall ensure that all children with disabilities enrolled in the Charter School receive special education and designated instruction and services in a manner that is consistent with their individualized education program and in compliance with the IDEA.
- E. **Section 504 and the ADA**

Absent agreement of the parties to the contrary, the Charter School shall be solely responsible, at its own expense, for compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (“ADA”) with respect to eligible students.

F. **Services**

1. The Charter School and the District intend that the School will be treated as any other public school in the District with respect to the provision of special education services, including the allocation of duties between on-site staff and resources and the District staff and resources.
2. **Division and Coordination of Responsibility:**

The District and the School agree to allocate responsibility for the provision of services (including but not limited to identification, evaluation, Individualizes Education Plan (“IEP”), development and modification, and educational services) in a manner consistent with their allocation between the District and its local public school sites. Where particular services are generally provided by staff at the local school site level, the Charter School will be responsible for providing said staff and programming; where particular services are provided to the school by the central district office, those services will be made available to the Charter School in a similar fashion.

Draft

3. **Identification and Referral:**

The Charter School shall have the same responsibility as any other public school in the District to work cooperatively with the District in identifying and referring students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will develop, maintain, and implement policies and procedures to ensure identification and referral of students who have, or may have, such exceptional needs. These policies and procedures will be in accordance with California law and District policy. As between the Charter School and the District, the Charter School is solely responsible for obtaining the cumulative files, prior and/or current Individualized Education Plan ("IEP") and other special education information on any student enrolling from a non-District school. A pupil shall be referred for special education instruction and services only after the resources of the regular education program have been considered and where appropriate utilized.

The District shall provide the Charter School with any assistance that it generally provides its other public schools in the identification and referral processes. The District will ensure that the Charter School is provided with notification and relevant files of all students transferring to the School from a District school, who have an existing IEP, in the same manner that it ensures the forwarding of such information between District schools. All records and files will be released with the signed permission of the parent/guardian.

4. **Assessment:**

The District shall make the determination as to what assessments are necessary, including assessments for all referred students, annual assessments and tri-annual assessments, in accordance with the District's general practice and procedure and applicable law. The Charter School shall not conduct unilateral independent assessments without prior written approval of the District.

5. **Individualized Education Plan:**

Responsibility for arranging necessary IEP meetings shall be allocated in accordance with the District's general practice and procedure and applicable law. The Charter School shall be responsible for having the designated representative of the Charter School in attendance at the IEP meetings in addition to representatives who are knowledgeable about the regular education program at the Charter School.

Draft

6. Eligibility and Placement:

Decisions regarding eligibility, goals/objectives, program, placement and exit from special education shall be the decision of the IEP team. Team membership shall be in compliance with state and federal law and shall include the designated representative of the Charter School (or designee) and the designated representative of the District (or designee). Services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the District and of the Local Plan for Special Education.

7. Interim Placement:

It is understood that in accordance with Education code Section 51745(c), no individual with exceptional needs may participate in independent study, unless his or her individualized education program specifically provides for that participation. Accordingly, students who seek enrollment in the charter school with an active IEP may not be formally enrolled until an IEP team has convened to ensure the appropriateness of the placement. Parents shall be notified of this process upon application to the School.

8. Educational Services and Programs:

To the extent that the agreed upon IEP requires educational or related services to be delivered by staff other than the Charter School staff, the District shall provide and/or arrange for such services in the same manner that it would be legally obligated to provide to the students at its other District schools. The Charter School shall be involved with the selection of staff who serve Charter School students to ensure that services are delivered in a manner which is consistent with the charter. District services shall include consultative services by District staff to Charter School staff in the same manner that District staff consults with staff at other District schools.

9. Parent Concerns:

The Charter School shall instruct Parents/Guardians to raise concerns regarding special education services, related services and rights to the Charter School Staff. The Charter School staff shall then in turn consult with the designated representative of the District regarding such concerns. The District representative in consultation with the Charter School's designated representative shall respond to and address the parent/guardian concerns.

Draft

10. **Complaints:**

In consultation with the Charter School, the District shall address/respond/investigate all complaints received under the Uniform Complaint procedure involving special education.

11. **Due Process Hearings:**

In consultation with the Charter School, the District may initiate a due process hearing on behalf of a student enrolled in Charter School as the District determines is legally necessary to meet a school agency's responsibilities under federal and state law. The District shall defend any due process hearing brought by a student enrolled in the Charter School. In the event that the District determines that legal counsel representation is needed, the District/Charter School shall be jointly represented by legal counsel, unless there is a conflict of interest. In the case separate counsel is needed by the Charter School, the Charter School shall be responsible for the separate costs of its legal counsel.

12. **SELPA Activities and Meetings:**

The District Superintendent or designee shall represent the Charter School at all SELPA meetings as it represents the needs of all schools in the District. Reports to the Charter School regarding SELPA decisions, policies, etc. shall be communicated to the Charter School as they are to all other schools within the District. To the extent that the District and/or SELPA provide training opportunities and/or information regarding special education to site staff, such opportunities/information shall be made available to Charter School staff. To the extent that District site staff have the opportunity to participate in committee meetings of the SELPA as representatives of their district, such opportunities shall be made available to Charter School staff.

13. **School District of Residence:**

The District shall be responsible for providing all services under this Agreement to all students of the Charter School regardless of their school district of residence.

14. **SELPA Requirements:**

The Charter School agrees to adhere to the policies and requirements of the Local Plan for Special Education and to District policies regarding services to special education students.

Draft

15. Contracted Services:

If needed due to limited special education staff, the District may seek out contracts with other school districts, or companies, or organizations to serve Charter School students. The Charter School shall assist the District in procuring such services as necessary.

G. Funding

1. Retention of Special Education Funds by District:

The parties agree that, pursuant to the division of responsibilities set forth in this Agreement, the School has elected the status of any other public school in the District for the purposes of special education services and funding, and the District has agreed to provide special education services for the School, consistent with the services it provides at its public schools. Consistent with this division of responsibility, The District shall retain all state and federal special education funding allocated for Charter School students through the SELPA.

2. School Contribution to Encroachment:

Additionally, the Charter School shall owe the District a pro-rata share of the District's unfunded special education costs ("encroachment").

At the end of each fiscal year, the District shall calculate the Charter School's pro-rata share of the District-wide encroachment for that year as calculated by the total unfunded special education costs of the District (including those costs attributable to the Charter School) divided by the total number of District ADA (including Charter School students) and multiplied by the total number of Charter School ADA. Charter School ADA shall include all students, regardless of home district. Adjustments will be made to include, on a pro-rated basis, students who enroll after the student-enrollment calculation is made, or for students who leave during the academic year. This amount shall be calculated at the end of the fiscal year and paid in monthly installments throughout the following fiscal year.

3. The District shall be responsible for all costs related to the service of Charter School students in the same manner, as it is responsible for the cost of serving other students of the District.

H. The District shall provide the Charter School with documentation as to the calculation of the Charter School's share of encroachment and allow the Charter School an opportunity to provide input and respond to the calculation prior to invoicing the Charter School for the prior year. Any disputes over the calculation of the encroachment share shall be resolved through the dispute resolution procedures provided in the charter.

Draft

- I. Special education funds for Special Education staff and services provided at the local school site level by the School with the agreement of the District shall be allocated to the School by the District on an annual basis.

VIII. INSURANCE AND RISK MANAGEMENT

- A. The Charter School will maintain, at its own expense, its own insurance policies for the operation of the Charter School, including but not limited to general liability, property, and errors and omission policies. Policy types and amounts will be commensurate with the recommendations of amounts and types by the District's insurer for a school of similar type and size in the area. Additional insurance may also be obtained by the Charter School as necessary or required by law.
- B. The District shall be named as an additional insured under all insurance carried on behalf of the Charter School.
- C. The Charter School shall provide the District with certificates of insurance upon request by the District.

IX. SPECIAL PROGRAM/SERVICES AND/OR ACTIVITIES/SPORTS

In the event that either party to this MOU wishes to have its students and or staff participate in a program/service/activity offered by the other party, advance approval and arrangements must be made. It is fully recognized that expenses for such participation may be charged. Such arrangements must be made with the appropriate site administration in advance and confirmed in writing.

X. FERPA: Family Educational Rights and Privacy Act

The District hereby designates employees of the Charter School as having a legitimate educational interest such that they are entitled to access to education records under 20 U.S.C.A.1232g, the Family Educational Rights and Privacy Act and California Education Code 49076 (b)(6) ("FERPA") as to District pupils who are enrolled in the Charter School. The Charter School hereby designates the employees of the District as having a legitimate educational interest such that they are entitled to access to education records under FERPA. The Charter School, its officers and employees shall comply with FERPA at all times.

XI. BROWN ACT/PUBLIC RECORDS ACT

The Charter School shall conduct its Board of Directors meetings regarding the Charter School according to the Brown Act. In addition, the Charter School understands and agrees to comply with the Public Records Act (Government Code Section 6250 et seq.) as well as Education Code Section 47604.3.

Draft

XII. PUPIL TRANSPORTATION

The Charter School shall be responsible for any transportation offered to students who enroll in the Charter School with the exception of transportation required through an IEP which shall be provided under Section VII of this MOU.

XIII. LEGAL SERVICES

The Charter School will be responsible for procuring its own legal counsel and the costs of such service.

XIV. SEVERABILITY

The terms of this MOU are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the District and the Charter School. The district and school agree to meet to discuss and resolve any issues or differences relating to provisions in a timely, good faith fashion.

XV. NOTIFICATION

All notices, requests, and other communications under this agreement shall be in writing and mailed to the proper addresses as follows:

To the District at:

To the Charter School at:

XVI. ENTIRE AGREEMENT

This Agreement contains the entire agreement of the parties with respect to the matters covered hereby, and supersedes any oral or written understandings or agreements between the parties with respect to the subject matter of this agreement. No person or party is authorized to make any representations or warranties except as set forth herein, and no agreement, statement representation or promise by any party hereto which is not contained herein shall be valid or binding. The undersigned acknowledges that she/he has not relied upon any warranties, representations, statements or promises by any of the parties herein or any of their agents or consultants except as may be expressly set forth in this Agreement. The parties further recognize that this agreement shall only be modified in writing by the mutual agreement of the parties.

Draft

Dated: _____

SCALE Leadership Academy Charter School

Dated: _____

Rialto Unified School District

Approved and ratified this _____ day of _____, [Year] by the Board of Education of the Rialto Unified School District by the following vote:

AYES: _____

NOES: _____

ABSTAINS: _____

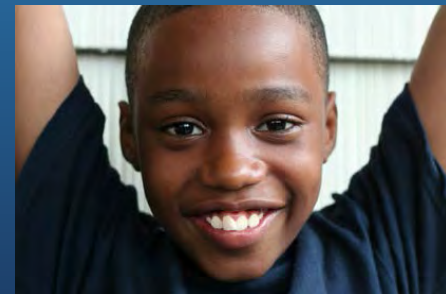
Certification by the Superintendent.



S.C.A.L.E. Leadership Academy

Schools and Communities for Advanced Learning Experiences

Grades 6-8
Public Hearing Presentation
December 15, 2010



Our Mission

- The mission of SCALE Leadership Academy is to establish a grades 6-8 public charter school that sets students on a path for success in high school, college, and beyond. Upon leaving SLA it is our aim that SCALE students:
 - Are prepared to perform at top levels in their high schools;
 - Have obtained an early college awareness;
 - Will have a drive to succeed in all subjects, embracing all academic challenges; and,
 - Have developed a personal commitment to serve as leaders of the 21st century.

Background

- **Historical Timeline**
 - Submitted - August 13th
 - 1st Public Hearing - September 22nd
 - Board Decision - October 13th
 - Resubmitted - November 12th
- **Why are we here again?**
 - San Bernardino County Office of Education

Changes To the Petition

- **Key Changes**
 - English Learners
 - Governance/Conflict of Interest
 - Bylaws
 - SELPA
 - Organizing Documents
- **Middleton, Young, and Minney, LLP**
 - Lisa Corr and Andrea Sexton

Exhibits Added

- **SCALE- Claremont Graduate University Partnership**
 - Found in *Exhibit 11*
- **6 potential school locations**
 - Negotiations have begun with three locations
 - *Found in Exhibit 12*

Ed Code

- Pursuant Education Code 47605 a petition shall not be denied if it includes the 16 required elements.
- In addition;
 - *Our petition is sound, reasonable, and comprehensive.*
 - *We can and will implement a successful program.*
 - *We have the signatures.*
 - *We include the required affirmations in our petition.*

Conflict of Interest

- **Districts and Charter Schools often have a conflict of interest.**
 - Let's shift our perspective from competition to cooperation.
 - Two possibilities
- *SCALE Leadership Academy is asking you to exercise your power to lead.*
 - *Contact me: info@scaleacademy.org*

6/19/2013




S.C.A.L.E.
Leadership Academy

Schools and Communities for Advanced Learning Experiences

Grades 6-8
Public Hearing Presentation
September 22, 2010



Our Mission

The mission of SCALE Leadership Academy is to establish a grades 6-8 public charter school that sets students on a path for success in high school, college, and beyond. Upon leaving SLA it is our aim that SCALE students:

- Are prepared to perform at top levels in their high schools;
- Have obtained an early college awareness;
- Will have a drive to succeed in all subjects, embracing all academic challenges; and,
- Have developed a personal commitment to serve as leaders of the 21st century.

Schools and Communities for Advanced Learning Experiences

There is a need for our school.

- Low levels of proficiency in core subjects
- Low percentages of students taking college preparation course

Percentage of RUSD students proficient or above in core subjects.

	Math	Language Arts	Science	Social Studies
Rialto Unified	33 %	37%	23%	27%
State	46%	50%	36%	41%

Schools and Communities for Advanced Learning Experiences

6/19/2013

4

There is a need for our school.

Percent of RUSD students taking college preparation courses.

	African American	Latino	White (non-Hispanic)
Rialto Unified	17.3 %	20.4 %	20.5 %
State	23.3 %	22.5 %	39.8 %

There is a demand for our school.

Our team has gathered 57 parent signatures in favor of our petition.

Schools and Communities for Advanced Learning Experiences

5

Why middle school?

- Middle school is a crucial period of adolescent development.
- At this age, students are moldable and have great unlimited potential.
- Middle school students require increased levels of support.
- The achievement gap expands (dramatically) during these years.

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6

What is our vision?

- Leadership
 - Motivation/Culture/ Resources
- Learning
 - Quality instruction
- Equity
 - Multicultural competence and support
- Accountability
 - Responsibility to achieve results.

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6/19/2013

Our Philosophy of How Learning Best Occurs ⁷

Quality Instruction → *Learning*

The diagram illustrates the learning process. At the top, a box labeled 'Novice' has an arrow pointing to a box labeled 'Expert'. Below this, a sequence of four icons is shown: a person's head with 'Prior Knowledge' written below it; a box with 'Instructional Experience' and colorful question marks; a lightbulb with 'New Knowledge' written below it; and a box with 'Transfer of new knowledge and skills to increased levels of difficulty' and a checklist. Arrows connect these icons in sequence. The text 'Schools and Communities for Advanced Learning Experiences' is at the bottom.

Our philosophy on how learning best occurs....continued. ⁸

- High Expectations → *Leadership*
- Multicultural Awareness → *Equity*
- Strong Support → *Equity*
- Focus on Results → *Accountability*
- Social Capital → *Equity*

The text 'Schools and Communities for Advanced Learning Experiences' is at the bottom.

Social Capital ⁹

- Social Capital → *Equity*
 - Provide students with access to institutional agents and resources
 - Help students with problem solving
 - Train students to be bridge builders
 - Provide adequate practice with negotiations, communication, decoding and understanding social and bureaucratic structures.
 - Provide the structure, caring, and support
 - » Small School Environment
 - » School/Parent Partnerships
 - » Advisory Curriculum
 - ILP's (Individual Learning Plans)
 - » Longer school day and extended calendar
 - 7:45 - 3:30 pm
 - 190 days
 - » Enrichment Program

The text 'Schools and Communities for Advanced Learning Experiences' is at the bottom.

6/19/2013

10

Our model is based on research.

- Our approach is based on best practices research of a variety of high performing charter schools.
- Our team has the knowledge, skills, and expertise to effectively implement this research and to achieve our mission.

Schools and Communities for Advanced Learning Experiences

11

Why do charter schools fail?

There are 4 Main Reasons:

- Fiscal inefficiency
- Inadequate facilities
- School safety concerns
- Ineffective educational programs

Our Approach

- The S.C.A.L.E. team will ensure that we address these potential pitfalls before they form.
 - Fiscal and Operational Transparency
 - Development Team
 - Parent Supervision
 - Quality Program Evaluations

Schools and Communities for Advanced Learning Experiences

12

Charter School Performance

- Charter schools outperform traditional middle schools in all areas.
 - We believe that what makes charter schools successful is the small class sizes, small school setting, parent involvement, and the accountability for teachers and administrators to hold high expectations and achieve higher levels of achievement. This is often difficult to achieve in large school settings.
- We are aware of the key characteristics of effective high performing schools.

Schools and Communities for Advanced Learning Experiences

6/19/2013

School Reform &
Public School Choice

- United States Reform
 - The charter school movement is a national one.
- Market Accountability
 - Education of the child begins with the family unit.
 - We believe schools are failing because they are detached from the needs of a diverse body of students and families.
 - SCALE will work to put power and choice back in the hands of parents where our school will work to meet educational needs of families.

Schools and Communities for Advanced Learning Experiences

Conclusion

- S.C.A.L.E. has a strong academic program and the right team of stakeholders to implement our vision and achieve our goals.
- A vote of YES" for the approval of S.C.A.L.E. Leadership Academy petition would be a vote in favor of school choice in the Rialto community.

Schools and Communities for Advanced Learning Experiences

To: Rialto Unified School District School Board
From: Lawrence C. Wynder, Ed.D
RE: Letter of Grievance regarding the September 26th Board Meeting

Date: October 2, 2012

To the Rialto School Board, Administrative Staff, and to whom it may concern,

I am providing this letter to you to express my sincere concern for the way I was treated at your board meeting on September 26, 2012 and in general by the district in the last several months. It is my hope that others in my position, who have a genuine interest in positively impacting the community are not treated in the same manner.

As you know, I am the lead petitioner for SCALE Leadership Academy Charter School. I have submitted the SCALE petition on three (3) previous occasions, and have attempted to work with district officials during those times, yet all three (3) times, the petition was ultimately denied. On the third occasion, I appealed the District's decision to the County, which upheld the District's decision. Although the Advisory Commission on Charter Schools (ACCS) did not recommend approval the petition to the State Board of Education, as you aware, the ACCS provided me with positive and encouraging feedback to renew my submission of the petition to the District. The ACCS acknowledged the District's negative attitude towards charter schools and noted that all middle schools in the District are currently in year 5 of Program Improvement.

Over the last two years, I have demonstrated a genuine interest and passion in providing school choice to this community. You are well aware of my background. I have spent my entire educational career teaching in and leading charter schools. Last spring, I graduated from USC's Rossier School of Education with my doctoral degree in Education and by the end of this year, my work will be published in a textbook designed for university coursework related to charter schools. I have moved my family from an amazing Pasadena community to an equally amazing community in San Bernardino County, in part due to my goals of bringing positive educational reform to the area. Thus, it is with great sadness that I have not only been treated with incredible hostility, but have also been publicly humiliated and shamed by the District and particularly at the last board meeting.

Two weeks prior to the board meeting, I attempted to deliver the petition to the District. I came to the Rialto office on two occasions and left several phone messages for the Superintendent and the Assistant Superintendent Dr. Wallace. Each time I arrived I was told that Dr. Wallace and the Superintendent were unavailable. Also, several staff members, including Lana Kosh, Rosie Williams, and Martha Gonzalez, stated that they were instructed not to accept the petition. This failure to accept the petition prompted me to call my attorney who contacted your counsel. Your counsel advised that I was able to, and would have not problem, submitting the petition at the upcoming board meeting on Wednesday, September 26, 2012. Although this would cause a two week delay in my petition submission, I had no choice but to submit the petition at the board meeting because District staff refused to accept the document.

On Wednesday, September 26th I attended a board meeting in order to officially submit my petition with the most recent changes. First, I was not permitted to speak during public comment. When I first arrived, a Rialto staff member collected the comment cards and I was told that it was too late to speak. I arrived at approximately 6:45pm. I asked several staff members for a card and no one would provide me with one. Please note, that after reviewing the District website prior to attending the meeting, no statement was found indicating that comment cards are not accepted at or after 6:45pm.

Rialto proceeded with their agenda and after the final public comment, I stood up and asked if I could speak. The superintendent said I could not because I did not have a card.

The Communications manager, apparently empathizing with me, gave me permission to approach the microphone. I stated that I just wanted to officially submit the charter to the Rialto school board. I explained that the main office would not accept the document. I also stated that "Education Code 47605 states that I may submit the charter to the school board and that they must accept my petition according to this law." The superintendent again stated, "We will not accept your document." I stated that the District's legal representative informed District staff that I was coming to the meeting to submit the document per their request.

I again stated, "according to Education Code 47605 it was the board's responsibility to review it, and that I am leaving it there." I left the document on the podium. I proceeded to walk away. Security guards approached me while standing next to the podium and were attempting to escort me out of the building through another exit. One security guard picked up the document and was insisting that I take the document back. I proceeded to the door where I entered the building.

When I left the building, security were still following me. They told me that I had to leave school property. They were forcing me off the property and I stated, "What have I done? This is a legal matter. Why are you getting involved?" I then asked them "Are you police officers." They said, "No, we are school security." I told them, "I was uncomfortable with their aggression and hostility and I want to be left alone." Two security guards were following me and a third security guard showed up. I then proceeded to walk to my car. They continued to follow me to my car even after I had threatened to call the police. Two security guards followed me all the way to my car; approximately 100 yards from where the meeting was located.

When I arrived at my car, I opened the door and got in. My window was rolled down slightly. One security guard then tried to shove the folder into my window. When I rolled up the window, he then tossed the folder (containing the petition) on the hood of my car.

Once again, I am truly appalled at the events that took place on September 26th. I am a father of three children, and an educated, civil and responsible individual. I am an educated individual, a former teacher and principal, and I have a doctorate degree in K-12 leadership.

Yesterday, I was treated like a criminal and was publicly humiliated in front of at least seventy-five (75) members of the community. District staff and the security guards turned a civil meeting and public open forum into an opportunity to humiliate me. This experience was not only humiliating, but it made me feel less than human. I have never experienced such unprofessional behavior nor would I expect such behavior from a District that educates children. Furthermore, no board members spoke out at the board meeting to control or assist me in this matter.

This type of treatment, however, was not an isolated incident. At a previous meeting, after speaking about student performance data, Assistant Superintendent Dr. Wallace pulled me by the arm outside the meeting and scorned me publicly in the hallway. In other situations, when submitting the petition a second time, Dr. Wallace has hurled insults at me, including telling me to "Go get a job!" Without a doubt, Dr. Wallace would not have treated me this way if I were not, in his eyes, and young African American male. I would not have been treated with such disdain, disrespect, disgust, and public ridicule by Rialto staff at the Rialto board meeting if this were not the case. Furthermore, board members would not have tolerated the way I was treated at the board meeting if this were not the case. In fact, the board clearly found my treatment to be tolerable, as exemplified in their actions to do nothing.

I understand that some districts are hesitant to consider Charter schools petitions and may be opposed to educational change or choice. However, this perspective is no excuse for the highly unprofessional and hostile actions the District has thus far exhibited towards me and is certainly no excuse for its highly illegal conduct and abuse of discretion in this instance.

Finally, I would like to make a formal request that a copy of the board meeting be sent to me at 3281 E. Guasti Road, 7th Floor, Ontario, California 91761. I ask that all of the events that took place at the meeting be included in the video. Thank you.

Sincerely,

Lawrence C. Wynder II, Ed.D

Cc: Dr. Harold Cebrun, Superintendent
Counsel for Rialto Unified School District
San Bernardino County Office of Education
California State Department of Education
San Bernardino County Sun
The Rialto Record Weekly



CALIFORNIA
DEPARTMENT OF
EDUCATION

TOM TORLAKSON

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

November 30, 2012

Lawrence Wynder, School Director
Scale Leadership Academy
3281 East Guasti Road 7th Floor
Ontario, CA 91761

Dear Director Wynder:

The purpose of this letter is to provide you feedback on the Public Charter Schools Grant Program (PCSGP) application submitted by the October 12, 2012, filing deadline. The PCSGP application was reviewed and scored through a peer review process. Each element of the application's narrative responses was scored using a 4-point rubric. To receive PCSGP grant funds, an applicant must receive a score of 4, 3, or 2 in the seven required narrative response elements as stipulated in the Request for Applications (RFA), 2012-13.

The overall narrative element score for the Scale Leadership Academy application met the RFA criteria and received a total score of **36** by the peer reviewers. However, the school cannot be considered for funding until the applicant has an approved charter from the district or county office of education where the school will be located or the State Board of Education. The charter must be approved by June 30, 2013. After the California Department of Education receives formal notification that the charter has been approved, the application will then continue in the review process to be considered for funding, subject to the availability of funds.

Information regarding the PCSGP scoring process and rubric are located on the California Department of Education PCSGP RFA 2010-15 Web page at <http://www.cde.ca.gov/fq/fo/r1/pcsgp12rfa.asp>.

If you have any questions regarding this subject, please contact the PCSGP Team, Charter Schools Division, by phone at 916-322-6029 or by e-mail at charters@cde.ca.gov with the words "PCSGP Scoring" and the Charter School name in the subject line.

Sincerely,

A handwritten signature in cursive script that reads "Julie Russell".

Julie Russell, Director
Charter Schools Division

JR:bw



VEDC

Valley Economic Development Center, Inc

October 7, 2012

Mr. Lawrence Wynder
SCALE Leadership Academy
3281 E. Guasti Rd., 7th Floor
Ontario, CA 91761

Re: Request for 250,000 in Financing

Dear Mr. Wynder,

Letter of Interest

This letter is intended to convey potential terms and conditions of a proposed loan that would be considered likely acceptable by the Valley Economic Development Center, Inc (VEDC) and/or its lending subsidiaries and affiliates as a basis for developing a specific loan structure proposal for further consideration. This letter shall not be construed as a commitment to lend either explicit or implied. VEDC may suspend its consideration at any time and it reserves the right to rescind or withdrawn this LOI upon notice.

The Los Angeles Business Development Corporation, a division of Valley Economic Development Center (VEDC) is pleased to express its interest in your loan request of \$250,000. Following are the proposed terms and conditions under which VEDC will consider your request. Loan funding is contingent upon full underwriting of your request and approval by VEDC's loan committee.

1. The purpose of this loan shall be as follows:

- (a) To provide financing for working capital for the opening operations of SCALE Leadership Academy.

2. The financial terms and conditions of this commitment will be as follows:

- (a) Interest rate: Rate will be based Prime (3.25%) plus 4%, variable.
- (b) Fees: There is a loan origination fee of 3.0% to be paid upon closing, in addition to all normal and necessary out-of-pocket fees charged to the borrower for loan closing – such as title, legal review and recording costs.
- (c) Terms: The loan shall have a one (1) year maturity, interest only for six (6) months and principal and interest of approximately \$5,480 for the remaining six months, with a balloon payment at maturity.
- (d) There is no prepayment penalty associated with this loan.

Main Office: 5121 Van Nuys Blvd., 3rd Floor, Van Nuys, CA 91403 ♦ (818) 907-9977 ♦ Fax (818) 205-1782

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3. The loan request will be considered subject to the following additional terms, and conditions, which must be met prior to underwriting the proposed loan:
 - (a) Copy of current operating budget.
 - (b) VEDC as additional insured on business casualty and indemnification insurance.
 - (c) Controlled disbursement of funds.
 - (d) Verification of funding for preopening costs.
4. The following collateral will be used to secure your loan:
 - (a) Assignment of Lease for premises located at 3281 E. Guasti Rd., Ontario, CA 91761.
 - (b) Landlord waiver on premises located at 3281 E. Guasti Rd., Ontario, CA 91761.
 - (c) Terms of the lease to match the term of the loan.
 - (d) Funding shall not occur until S.C.A.L.E. has received confirmation and acknowledgment of the Federal and State Grant award and the funding agency has provided evidence that the grant is included in an approved State budget.
 - (e) Funds shall be disbursed into a controlled account and held subject to recovery by VEDC in its sole discretion.
 - (f) Use of funds from the controlled account shall require the prior approval of VEDC.
 - (g) Monthly payments made via ACH debit from bank account. Borrower shall be credited for any interest accruals on the controlled account.
 - (h) VEDC listed as additional insured on business indemnification and casualty insurance.
5. The following collateral will be used to secure your loan:
 - (a) First priority UCC-1 Blanket lien on all business assets.
 - (b) Collateral Assignment of the contract between S.C.A.L.E Leadership Academy and California Department of Education and all underlying Federal/State/Local contracts.

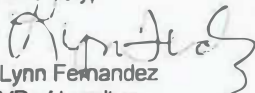
Further consideration of your request shall be based upon an evaluation of the financial viability of the borrower and its business plan as determined by VEDC through its underwriting and approval process. We request your cooperation in furnishing the information required to conduct this analysis. Our decision will be furnished to you as soon as possible upon completion of loan processing.

This letter is not meant to be, nor shall it be construed as a commitment to lend or an attempt to define all of the terms and conditions involved in this financing. Rather, it is intended only to outline certain of the basic points of our understanding around which the final terms and documentation could be structured. Further negotiations adding to or modifying the general scope of these major terms shall not be precluded by this issuance of this letter and its acceptance by you. Final approval is subject to VEDC Loan Board approval. This Expression of Interest Letter expires on October 15, 2012, unless otherwise extended or withdrawn at the sole discretion of VEDC.

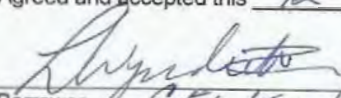
Please sign below providing your acceptance of these terms as a basis for further consideration of your request for financing. If you have any questions or comments, please do not hesitate to call me at 818 907-9977.

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Sincerely,


Lynn Fernandez
VP of Lending

Agreed and accepted this 12th day of October 2012.


Borrower C.E.O. Founder



CSDC Members' Update



Last-Minute Trailer Bill Amendment Adds Unanticipated Cash Flow Twist

Category: Finance

Author: Eric Premack, Executive Director, Charter Schools Development Center

Posted: Tuesday, August 1, 2012

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www.chartercenter.org/index/membership

SACRAMENTO — Budget trailer legislation contains an obscure—but significant—revision to the state's apportionment process leading to dramatic and unanticipated changes to many charter schools' cash flow. This article provides an update on how these unanticipated revisions will impact charter schools cash flow, including CSDC's charter-specific estimates for monthly cash flow for the Charter General-Purpose and Categorical Block Grants.

Charter Cash Flow Fundamentals—Background Overview

California uses an unusually complex system for apportioning funding to school districts and charter schools. The bulk of state funding flows through the so-called "Principal Apportionment" system, including funding for the Charter School General-Purpose Grant, most of the Categorical Block Grant, along with funding related to the now-flexed Supplemental Hourly Instruction programs.

During the course of each fiscal year, the CDE calculates and re-calculates ("certifies" in technical terms) the amounts of state aid due to each school and district several times. These include the following major apportionment certifications:

- **Advance Apportionment**, governing state aid cash flow for the months of July through January. This apportionment calculates each school's estimated annual state aid entitlement based on each school or district's prior-year attendance and funding levels, usually along with various minor adjustments for changes in estimated

local property tax receipts and the state budget (if adopted in time). As explained in more detail below, this year's Advance Apportionment has been substantially reduced due to revisions contained in the budget trailer bill.

- **First Principal Apportionment** (or "P-1"), governing state aid cash flow for the months of February through May. This apportionment is based on current-year attendance data (from the first period attendance report for the first several months of the school year), along with updated mid-year property tax and other state budget data. The CDE recalculates the amount of estimated state aid due to each school, subtracting the amounts previously allocated during the Advance Apportionment, and apportions the remaining balance pursuant to schedules described below.
- **Second Principal Apportionment** (or "P-2"), governing state aid cash flow through the end of the school year. This apportionment is based on the final, second period attendance report and incorporates additional, updated tax and other data. Most charter school funding is ultimately based on the attendance data used for this report and it also governs cash flow for the subsequent year's Advance Apportionment.

Each time the CDE re-calculates the amount of state aid due to each school/district, it uses updated attendance, local property tax, and other information. After calculating the total amount of funding due to each school/district, the CDE subtracts estimated local property tax receipts because local tax funds are the first source of funding for the General-Purpose Grant. The CDE then apportions state aid to backfill amounts not funded through local property taxes.

Since the amount of property tax funding varies widely from district-to-district, the proportion of the General-Purpose Grant that is funded from local tax funds versus state aid varies. Some schools/districts (usually in



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wealthy areas or areas with valuable properties such as oil fields and electrical power plants) receive all or a high proportion of their funding from local property taxes and receive correspondingly little or no state aid while others may receive less than a third of their revenues from local sources. The monthly flow of the local share (technically known as "In-Lieu Local Revenue") of the Charter General-Purpose Grant is also specified in the Education Code—see the table below for an illustration of this schedule which has remained stable in recent years.

The monthly flow of the state aid share of the Charter General-Purpose Grant is supposed to be governed by a so-called "5-5-9" cash flow schedule specified in the Education Code. This schedule, as revised in 2009, calls for apportioning five percent of the annual state aid payment in July, another five percent in August, and nine percent in each of September through January. The law also calls for apportioning one-fifth of the remaining state aid in each of February through May, based on amounts certified in the First Principal Apportionment. The remaining amount is to be apportioned in the June state aid payment, based on the Second Principal Apportionment.

In practice, however, the state hasn't used this official cash flow schedule established in the Education Code since 2003 when it began the practice of deferring state aid payments. The state has enacted a Byzantine array of intra- and inter-year deferrals to both help the state with its own cash flow challenges and to make the state's budget look more balanced than it actually is. Depending on the fate of the Governor's proposed tax increase initiative, as much as \$12.5 billion of state aid payments will be deferred in 2012-13, in addition to the \$6.9 billion deferred as described below in a new deferral.

Cash flow for newly-established charter schools works a bit differently. Because new schools lack prior-year attendance data as the basis for the Advance Apportionment, the law calls for using estimated data, as reported in the CDE's Pupil Estimates for New or Significantly Expanding Charters (PENSEC) electronic data collection tool, as a basis for a so-called Special Advance Apportionment. Estimated attendance data is typically reported in late July through PENSEC. The CDE uses this data to estimate the school's annual entitlement to state aid and apportions 37 percent

of the estimated annual amount, usually in early September. The 37 percent equates to the amounts specified in the 5-5-9 cash flow schedule for the months of July through November (5+5+9+9+9).

The CDE also collects actual attendance data from new schools based on the schools' first 20 days of instruction and uses this data to again re-calculate each school's entitlement to state aid in the end of October. This data is used to recertify each school's annual state aid entitlement as the so-called 20-Day Actual Apportionment for Newly Operational Schools. The CDE then apportions additional amounts, equating to the December and January monthly allotments, by calculating how much each school received in the Special Advance Apportionment, how much more they are due for the months of December and January (based on the 5-5-9 schedule, which provides 9 percent for each of November and December, or 18 percent), and trues-up each new school. If the school over-estimated its attendance on the PENSEC report and less ADA was reported on the subsequent 20 day report, the school may receive less. During these first several months, new schools are exempted from the usual intra-year deferrals, though they are subject to the 21.2 percent reduction described below. After the new school reports attendance on the first period attendance report, it is funded on the same cash flow schedule as pre-existing schools, starting in February with the First Principal Apportionment.

In some cases, cash flow related to funding generated by students at growing charter schools is treated like cash flow at new schools. If a pre-existing school has added grade levels (e.g., an elementary school that served grades K-5 in the prior year expands to also serve 6th grade), it may report estimated ADA related to the new 6th grade and receive funding for this new 6th grade on the same Special Advance Apportionment timeline and process as a newly operational school. Special Advance funding for the new grade level is capped at the level of ADA generated by the students in the highest grade level served in the prior year. In the example, if the 5th grade students generated 24 ADA in the prior year, then the school could receive Special Advance funding for only 24 ADA, even if the school estimated that the new 6th grade would generate 30 ADA. The school would eventually be made whole for any additional ADA (e.g., the extra 6



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units), but not until after the P-1 recertification, starting in February. Special Advance funding is not available to pre-existing schools that are expanding within the grade levels that they served in the prior year. Thus, if a school served grades K-5 in the prior year and added 5 students to each classroom, it would not receive any funding generated by those additional students' attendance until after the P-1 recertification, starting in February.

New Trailer Bill Twist

This year, the education budget trailer bill calls for a second major offset to the usual stream of state aid in addition to the usual local property tax offset. The trailer bill assumes that the governor's proposed tax increase ballot initiative will be approved by voters this November. The budget assumes that this initiative will generate \$6.9 billion in additional revenues. Unlike most other state tax revenues, these taxes will not be deposited into the state's General Fund. Instead, if the initiative passes, the new tax revenues will be deposited into a new "Education Protection Account" (a misnomer of Orwellian proportions) and will be apportioned to schools/districts next June.

Although it's far from clear that the proposed initiative will pass, and even if it does, the revenues won't be available to schools/districts until June, the budget trailer bill calls for reducing estimated state aid payments to schools/districts *immediately*, starting with this month's July state aid apportionment and continuing through the entire Advance Apportionment. If the initiative fails, the CDE would recalculate each school's estimated funding entitlement as part of the usual First Principal Apportionment. This recalculation would increase each school's estimated state aid to backfill the loss of anticipated new tax revenue related to the failed initiative and would be partially offset by the trigger cut.

For the 2012-13 Advance Apportionment, the CDE has calculated each school/district's estimated total entitlement to general-purpose aid and has reduced it by a pro-rata share of the estimated \$6.9 billion in tax revenues

related to the tax initiative. The result is a 21.2 percent cash flow deferral for most schools, lasting at least through the Advance Apportionment—on top of a dizzying list of other huge intra- and inter-year deferrals. Though CSDC had anticipated a reduction of this magnitude in our prior update ("2012-13 Cash Flow Deferrals Exemption Window Opens"), the manner in which it will be implemented has changed significantly.

The trailer bill implements this new deferral in an unusual and unanticipated fashion. Most other deferrals are applied against the state aid share of General-Purpose funding, excluding the local property tax share. This 21.2 percent deferral related to the assumed new tax revenue, however, is calculated on the basis of the entire General-Purpose entitlement, including the local share.

The effect and intent, according to staff to the governor and legislature, is to ensure that those schools and districts that receive a high proportion of their funding through local property taxes share more equally in the cash flow deferrals. As a result, many charter schools in property-rich districts that have previously been spared the full impact of cash flow deferrals will now share in the pain. On the flipside, schools in property-poor areas will experience a bit of relief relative to others.

Unfortunately this change came at the last minute in the budget process with no warning. Worse yet, it came long after the deadline to apply for exemptions from the deferrals and this de-facto 21.2 percent deferral is not subject to exemption.

The trailer legislation also calls for a new, third offset to state aid related to additional anticipated revenues due to school districts from local redevelopment agencies. Recent legislation calls for the dissolution of such agencies that had previously skimmed local property tax revenue to subsidize local economic development projects. The state recently opted to eliminate such agencies because of the lost local property tax revenue and related state costs. Fortunately, CSDC does not believe this third offset will impact charter school cash flow and will only impact the cash flow of school districts.

Finally, the trailer bill calls for a modest (\$2 billion) reduction to some of the pre-existing deferrals, but only if voters approve the Governor's tax initiative. If the voters



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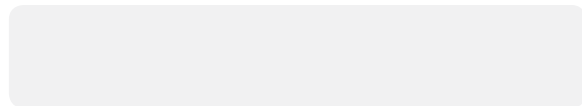
Last-Minute Trailer Bill Amendment ... (Continued)

reject the initiative, the deferrals will remain as previously planned.

Show Me My School's Money

The net result of the cash flow schedule specified in the Education Code, as modified by pre-existing intra- and inter-year deferrals, the new \$6.9 billion tax initiative deferral, and other changes, is illustrated in Table 1. The bottom line is that cash flow is severely delayed during much of the year and a huge proportion of state aid is delayed until after the close of the fiscal year. The table displays monthly cash flow estimates for the General-Purpose Grant by month. CSDC uses the format in Table 1 due to the unique cash flow provisions for charter schools and it should not be confused with estimates from other sources.

For the Advance Apportionment, including the months of July through January, the percentage figures should be applied to the total annual state aid entitlement, after deducting the 21.2 percent hold-back and estimated local property tax share. The CDE uses prior-year attendance and apportionment data for most pre-existing schools for the Advance Apportionment and their figures, by school,



may be viewed online. The CDE has yet to post figures for the Special Advance Apportionment for new schools and will presumably do so in late August or early September.

For the First Principal Apportionment and beyond, schools should re-calculate the remaining amount due to their school based on their estimated 2012-13 ADA, updated 2012-13 funding rates after applying the appropriate trigger cut (e.g., CSDC's estimated funding rates), subtracting state aid already advanced and estimated local property taxes, and multiply the resulting state aid estimate by the post P-1 monthly percentage figures in the table. If the school anticipates a large change in reported ADA between the mid-year P-1 report and the later P-2 report, it may need to further adjust its projections.

If the Governor's proposed ballot measure is approved, the cash flow picture should improve a bit along with

preventing any related trigger cuts. CSDC is not currently publishing these more optimistic cash flow projections for the sake of brevity. Given the fact that polling indicates divided public support for the proposed tax increases, CSDC does not believe charter schools can count on approval at this time.

Schools should note that the new 21.2 percent deferral is not an additional 21.2 percent cut to their funding rates, but instead simply reflects the state further deferring cash flow. If voters reject the proposed tax increases, only part of the \$6.9 billion in lost education funding will be meted out in the form of trigger cuts—with the remainder of the lost funding made up by cancelling planned deferral reductions.

Please note that the figures shown on the table are estimates and CSDC generally recommends using any school-specific figures posted by the CDE in lieu of CSDC's estimates whenever available. Statewide and county-granted charter schools are governed by unique cash flow schedules and should not rely on the information provided in this article.

Managing Cash

The huge and unanticipated changes to the apportionment cash flow will leave many charter schools high-and-dry for cash, especially during the early and late months of this fiscal year. With the deferral exemption window now closed, economical borrowing options are quite limited. As noted in our recent article on the 2012-13 budget, the related trailer legislation enacts several changes that are designed to facilitate lower-cost lending to charter schools. Unfortunately, these changes may or may not work well and if they do, it may take some months or longer to do so. Schools that haven't already done so may want to consider switching to a 12-month certificated payroll calendar to stretch out what is often the largest expenditure line in a typical school budget.

The Legislature returns to Sacramento next week for the final weeks of the session. CSDC will continue to monitor cash flow matters and will provide a comprehensive update on policy, finance, and other matters at our upcoming Leadership Update Conference and future articles.



Cash Flow Estimates by Month, Fiscal Year 2012-13 *

Funding Source State Funding Entitlements	July 2012	August 2012	Sept. 2012	Oct. 2012	Nov. 2012	Dec. 2012	January 2013	Feb. 2013	March 2013	April 2013	May 2013	June 2013	July 2013	August 2013
ADA Figures Used to Calculate	Prior-Year "P-2" ADA						Current-Year "P-1" ADA				CY "P-2" ADA			
ADA Figures Used to Calculate New Schools	PENSEC Estimate					20-Day Report		Current-Year "P-1" ADA				CY "P-2" ADA		
General Purpose — Local Portion		6.00%	12.00%	8.00%	8.00%	8.00%	8.00%	8.00%	14.00%	7.00%	7.00%	7.00%	7.00%	
General Purpose — State Aid <i>No Deferrals</i>	5.00%	5.00%	9.00%	9.00%	9.00%	9.00%	9.00%	1/5 of Balance Due (Each month)				Bal. Due		
General Purpose — State Aid <i>With Deferrals</i>	0.00%	2.02%	12.73%	4.86%	9.00%	9.00%	17.38%							
General Purpose — State Aid <i>With Deferrals — Percent of Post P-1 St. Aid Bal. Due, with Dfrrls.</i>								3.33%	1.67%	12.00%	5.00%	0.00%	46.84%	31.19%
General Purpose — State Aid <i>New Schools with Deferrals</i>			37.00%			18.00%								
General Purpose — State Aid <i>New Schools with Deferrals — Percent of Post P-1 Bal. Due</i>								3.33%	1.67%	12.00%	5.00%	0.00%	46.84%	31.19%

* Figures shown apply to the vast majority of direct-funded charter schools. Some locally-funded, district-wide, and county-granted charters may be funded under different schedules. Contact CSDC for details.